

Why has the Language of Instruction Policy in Tanzania been so Ambivalent over the Last Forty Years?

“A Study Eliciting Views from Government Policy-Makers, International Donors to Tanzania, University Academics and Researchers, and the General Public.”

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ABSTRACT

Since the 1960's the need to put in place a *language of instruction policy* that favours the use of *national language* (Kiswahili) as a medium of instruction throughout education system in Tanzania has been considered significant. Several government guidelines, circulars and policy statements have been repeatedly produced in this regard, but with little hope! This study presents views and opinions from educational stakeholders in Tanzania as to why there has been such ambivalence in the language of instruction policy, especially at post-primary *levels* of education. Different views and opinions were elicited from twenty research participants, who were in four major categories: government policy-makers (GPM), university academics and researchers (UAR), international donors to Tanzania (IDT) and the general public (GP). Females and males, one each made 50% of all research participants.

Face-to-face interviews, telephone interviews, documentation analysis and library survey were the main methods used in data collection. *Phenomenological strategy* within the qualitative approach was employed to guide the process of data analysis and interpretation on the one hand, and argumentation and discussion of research findings on the other. The study also used *Qualification Analysis* (QA), *Linguistic Human Rights* (LHRs) and *Education for Self-Reliance* (ESR) as the major theories which basically served as a guide.

To achieve the major purpose of the study, the following main research question was used: 'Why has Tanzanian government been so ambivalent to the use of Kiswahili as the language of instruction in post-primary education despite the fact that Kiswahili is spoken by almost 99% of Tanzanians compared with English, which is a foreign language spoken by hardly 5% of the population?' According to the data analysis and interpretation (section 5.3) and the whole corpus of discussion of major themes and research findings (section 5.4), the study shows that there are a number of reasons and facts which, over the last forty years, have attributed to the ambivalence of the *language-in-education policy* in Tanzania, particularly in secondary schools and higher learning institutions.

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LIST OF ABBREVIATIONS AND ACRONYMS

AP	Alliance Party
BAKITA	Baraza la Kiswahili la Taifa (Tanzania)
BDA	British Development Aid
BRE	Barnes Report on Education
CIE	Comparative and International Education
CR	Commission Report
DfID	British Department for International Development
Dr.	Doctor
ELTSP	English Language Teaching Support Project
ESR	Education for Self-Reliance
FL	Foreign language
GP	The general public
GPM	Government policy-makers
ICD	Institute of Curriculum Development
IDT	International Donors to Tanzania
IHRC	International Human Rights Covenants
IKR	Institute of Kiswahili Research
KNA	Kiswahili National Academy
L1	Language One/First language
L2	Language Two/Second language
LHRs	Linguistic Human Rights
LOI	Language of instruction
LOI-Policy	Language of instruction policy
LOITASA	Language of Instruction in Tanzania and South Africa
LWC	Language of wider communication
MOE	Ministry of Education
MoEC	Ministry of Education and Culture
MoEZ	Ministry of Education Zanzibar
MoEVT	Ministry of Education and Vocational Training
MOI	Medium of instruction
M.Phil.	Master of Philosophy
MT	Mother-tongue
MUCHS	Muhimbili University College of Health Sciences
NGO's	Non-governmental Organizations
NL	National language
ODA	British Overseas Development Administration
OUT	Open University of Tanzania
PA	Phenomenological Analysis
PC	Presidential Commission
PhD	Doctor of Philosophy
QA	Qualification Analysis
RC	Razak Commission

SDP	Sector Development Program
SUA	Sokoine University of Agriculture
SYPP	Six-Year Primary Project
TANU	Tanganyika African National Union
TCP	Tanzanian Cultural Policy
TDM	Teachers' Development Meetings
TIE	Tanzania Institute of Education
UAR	University academics and researchers
UDCD	Universal Declaration on Cultural Diversity
UDHR	Universal Declaration for Human Rights
UDSM	University of Dar es Salaam
UK	United Kingdom
UNESCO	United Nation Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
US	United States
USA	United States of America
WW1	World War One/the First World War
WW2	World War Two/the Second World War

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

Before the colonization of Africa, each social group used its own language to educate its children. The problem of language of instruction in Africa emerged in the late 1800's with the introduction of 'western education'¹ in Africa. During the colonial era in Africa, 1885 to 1960, formal education (schooling) was initiated by colonial governments and Christian missionaries. Children began to receive basic education in the colonial languages.

When African countries took over political control, most countries retained the colonial languages as official languages of their governments and also used them as medium of instruction in their schooling system from primary education level to the tertiary and university education level. The retention of such European languages as the dominant media of instruction in most of the African countries, including Tanzania, has had a serious negative impact on African education and on the academic performance of African students. An interesting question is: Why are the languages of the former colonizers retained in civic and social life, in the courtrooms, in the media, and in education as the medium of instruction?

Tanzania was and still remains affected by such state of affairs. Since independence in 1961, Tanzania has been ambivalent and dualistic about the medium of instruction policy particularly in secondary schools and higher learning institutions. Kiswahili is the National Language (NL) of Tanzania spoken by approximately 99% of the population all over the country including urban areas and even in extremely remote villages (BAKITA, 2004)². English is a former British colonial language in Tanzania (1918 – 1961) spoken proficiently by hardly 5% of all Tanzanians. Why has there been such ambivalence in the decision to

¹ The 'western education' in this context refers to schooling or formal education with specialized curriculum, syllabus and professional teachers/instructors/trainers.

² While Batibo (1995:68) says Kiswahili is understood and spoken as either first or second language by almost 95% of the population, the recent data from the National Kiswahili Council of Tanzania (BAKITA) in 2004 estimated that 99% of Tanzanians can speak Kiswahili, the National Language, without problems (Masato, 2004; Brock-Utne, 2007).

switch to Kiswahili (the National Language) as a medium of instruction at post-primary levels of education?

1.2 STATEMENT OF THE PROBLEM

Learning in schools usually refers to the process of acquiring knowledge, skills, cultural values, attitudes and experiences of the society through schooling system in a formal setting. The most effective and efficient teaching/learning process takes place when it is conducted through a language of instruction which is familiar to both teachers and their students whether inside or outside the classroom context.

Over the last forty years, Tanzania with exception of primary education level has been ambivalent as to whether or not the National Language (Kiswahili) should replace English as a medium of instruction in secondary schools and higher learning institutions. Government efforts were made in the 1960's, 1980's and again in the 1990's for reforming the language of instruction policy so that the National Language could be used in secondary and higher education as a medium of instruction (Brock-Utne, 2000).

Why has the government been hesitating to switch from English, a foreign language, to Kiswahili, the national language, as a medium of instruction at the post-primary levels of education? Why has it remained so ambivalent about the educational language policy that could unblock the ever-existing communication barrier for teachers and learners in their teaching and learning process? The above two questions together entail the core statement of the research problem that I worked on.

1.3 PURPOSE OF THE STUDY

The major and foremost purpose of this study was to elicit views from the government policy makers, university academicians and researchers, international donors to Tanzania and the general public as to why the language of instruction policy in Tanzania has been so ambivalent over the last forty years.

1.4 RESEARCH QUESTIONS

To achieve the objective displayed in the preceding section, the following question was fundamental to the investigations in the study:

- ❖ Why has Tanzanian government been so ambivalent to the use of Kiswahili as the language of instruction in post-primary education despite the fact that Kiswahili, the National Language, is spoken by almost 99% of Tanzanians compared with English, which is a foreign language (FL) spoken by hardly 5% of the population?

1.5 SIGNIFICANCE OF THE STUDY

At secondary level the data reveals that teachers and students fail to learn effectively through the sole medium of English. Kiswahili is used in class for teachers to express themselves effectively and for students to understand their teachers. Kiswahili is the *de facto* medium of instruction in many classrooms. Those teachers who were seen using only English in class were often found to be misleading their students. Code-switching is not the solution for a bilingual education system. It is therefore recommended that Kiswahili becomes the medium of education at secondary school. (URT - MoEC, 1998: xiii)

Considering this quotation from the Tanzanian government document on the LOI policy of 1998, and the numerous studies (such as Mlama and Materu, 1978; Criper and Dodd, 1984; Rubagumya, 1991; Brock-Utne, 2000, 2003, 2004, 2005; Vuzo, 2002, 2005; Qorro and Roy-Campbell, 1997; Malekela, 2005; Qorro, 2003, 2005; just to mention a few) that for a long time have shown that English language has failed to be a viable medium of instruction in post-primary education, the following were some of the factors as to why I have seen this study significant to conduct:

- ❖ *To highlight the reasons for the government's ambivalence towards LOI policy*

The LOI policy in Tanzania has been ambivalent over forty years now despite the fact that since 1969 there have been proposals to use the National Language (Kiswahili) as the medium of instruction in secondary and higher education levels. Very little has however been done to put the proposals into action. This study hopes to highlight the reasons for the government's ambivalence towards the LOI policy, particularly in secondary and higher education. It is my hope that the government can make use of the study.

❖ *Policy formulation*

It is hoped that this study will make contributions that will enable the government policy-makers in Tanzania to come up with a comprehensible and consistent LOI policy and implementation strategy to enhance pedagogy in Tanzanian education system from the primary education to the tertiary and university education level. There is a need for an educational language policy that will enable Tanzanian children to learn well, comprehend well what they are taught and internalize the knowledge effectively without any communication barrier in the teaching and learning process.

❖ *Empowerment*

Roy-Campbell and Qorro (1997) argue that people cannot be empowered through a language they do not understand. Likewise, Roy-Campbell (1998), with further reference to Kwesi Prah, points out that no society in the world has developed in a sustainable and democratic fashion on the basis of a borrowed or foreign language.

❖ *Information to the academicians, researchers, education stakeholders and the general public*

The study is also hoped to give light to the university academicians, researchers, the general public and all stake-holders of education in Tanzania as to why the government has, over the last forty years, been hesitating to switch to the National Language (Kiswahili) as the medium of instruction in secondary schools and higher learning institutions in spite of the fact that numerous studies have proven English not to be a viable medium of instruction in post-primary education levels (Mlama and Materu, 1978; Criper and Dodd, 1984; Rubagumya, 1991; Brock-Utne, 2000, 2004, 2005; Vuzo, 2002, 2005; Qorro and Roy-Campbell, 1997; Malekela, 2005; Qorro, 2003, 2005; to mention but a few).

1.6 LIMITATIONS OF THE STUDY

The main restrictions in this study were lack of funding and time. For instance, instead of face-to-face interviews with all research participants, I had to conduct telephone interviews with some of them. These were some ministerial officials from the Ministry of Education and Sports Zanzibar, officials from Norwegian and Swedish embassies, and two curriculum developers from Tanzania Institute of Education. For officials from the Ministry of Education Zanzibar, I could not afford to travel to the island; the two officials from the

Norwegian and Swedish embassies had so restricted time that face-to-face sessions were not possible; and the two specified curriculum developers from Tanzania Institute of Education were outside Dar es Salaam city, and I had to apply telephone interviews to get their views.

Another limitation that can not be overlooked in this study was the restricted length of the thesis which is one of the conditions and requirements of the Master of Philosophy in Comparative and International Education program offered at University of Oslo. I had to be as concise as possible even in the areas where I could have written at greater length.

1.7 DELIMITATIONS OF THE STUDY

This study was limited to the phenomenon of the language of instruction policy in Tanzania particularly at secondary and higher education levels. A fundamental point in the study was to elicit reasons, opinions and suggestions from the education stake-holders as to why the LOI policy in Tanzania (particularly in post-primary education levels) has been ambivalent over the last forty years. The phenomenon in question was chosen due to the researcher's lived experience in Tanzanian education system as a Zonal Inspector of schools and teachers' colleges. I have previously worked as a teacher in primary and secondary schools, a tutor in teachers' colleges and a tutorial assistant at University of Dar es Salaam (UDSM). I also wanted to be part of the larger LOITASA³ research project conducted by my research advisor Professor Birgit Brock-Utne in Tanzania and South Africa.

Studies have also shown that Kiswahili is effectively and efficiently being used for instructional purposes in primary schools and understanding of content of subjects is high (Abdulaaziz-Mkilifi, 1972). Results from BAKITA (1998) on the report on the language for learning and teaching in Tanzania research work also demonstrate clear competence in Kiswahili among the primary school teaching staff as well as the pupils. But this is not so in secondary schools and higher learning institutions since the medium of instruction there is English, a foreign language.

³ LOITASA is a larger research project investigating languages of instruction in Tanzania and South Africa. The project leader in Norway is Professor Birgit Brock-Utne from the Institute for Educational Research, University of Oslo.

The focus of the study was on government policy-makers, university intellectuals, international donors and the general public. The officials from the Ministry of Education and Vocational Training (Tanzania Mainland), officials from the Ministry of Education Zanzibar and officials from the curriculum development unit (Tanzania Institute of Education) constituted the government policy-makers group. This group included officials who could give me in-depth information about why the education policy on Language of Instruction in Tanzania has been ambivalent for over forty years now. Officials from British, Norwegian and Swedish embassies represented a group of the international donors to Tanzania. This group was thought to have had direct or indirect influence on the formulation process of Language of Instruction policy in Tanzania. The intellectuals from University of Dar es Salaam (UDSM) and Open University of Tanzania (OUT) were another focus in the study who gave out their views through their experience in higher learning institutions. The general public was the last focus in my study. This was represented by some currently retired secondary school teachers who were thought to have adequate experience and informed views about the education system in Tanzania, specifically at the secondary education level. Of all participants, the majority were interviewed through face-to-face sessions while a few were interviewed through telephone interviews (see section 4.5 ahead).

Considering all the referred limitations and delimitations, however, the major findings in this study are valid.

1.8 STRUCTURE OF THE DISSERTATION

This study consists of six chapters. *Chapter one* offers an introduction to the study. It presents both background to and statement of the problem. The purpose and significance of the study are among the issues addressed here. The key questions which guided all investigations are also stipulated, while limitations and delimitations of the study have been given weight in this chapter respectively.

Chapter two displays a literature review. Here all issues and any other related information pertaining to the language of instruction policy in Tanzania are put forward. Early attempts and recent developments of educational language policy, particularly in post-primary levels of education, have been discussed in the chapter.

Chapter three discusses theories and the theoretical framework that guided the study. The theories presented and discussed in relation to the research problem and its major purpose are Education for Self-Reliance (ESR-Theory), Linguistic Human Rights (LHRs-Theory) and Qualification Analysis (QA-Theory).

Chapter four presents the research methodology of the study. The chapter displays how the research was conducted in the field. Here, the choice of research strategy and reasons for its choice, data collection methods and procedures, research setting, target population and the sampling techniques are all presented. Other issues covered here include accessibility and selection strategy of research informants, interview guide and how they were administered in data collection. The chapter concludes with the crucial issues of validity and reliability.

Chapter five exemplifies the whole process of analysis, interpretation and discussion of the research findings. The whole process has been done and guided by the phenomenological approach of qualitative research.

Chapter six, the last in the thesis, presents summary, recommendations and suggestions for further research. Here a composite summary of major findings and recommendations is displayed. The chapter in particular and the thesis in general conclude by giving suggestions for further investigations of the phenomena.

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

Basing on the framework of the foregoing chapter, this chapter presents a literature review which is a result of documentation analysis and the library survey I embarked on before taking off for fieldwork. The chapter consists of six sections in all. Section one offers a historical overview of the language situation in Tanzania before and after independence of 9th December 1961. The issue of language of instruction (LOI) during and after colonialism in Tanzanian education system is also addressed. The section ends with an account of what the literature says about the pedagogical implications of using a foreign language (English) as a medium of instruction in Tanzanian secondary schools and higher learning institutions.

Section two presents related studies from the African continent, using Guinea-Conakry and Nigeria as reference points. This is followed by a section on related literatures from the rest of the world. A case of South-East Asian countries has been illustrated with special reference to Burma, the Philippines, Sri Lanka and Malaysia. Section four brings us back home as it presents a reasonable number of related studies from within Tanzania. About twelve studies all related to the LOI in Tanzania have been surveyed and carefully analyzed.

The government efforts to revisit and reform the LOI policy in post-primary levels of education cover the whole presentation of section five. In this section, the government early documents of 1969's, 1970's and 1980's including those of 1990's respectively are carefully surveyed and analyzed. The section completes by presenting a quotation noting the government ambition to reform the LOI policy; this quotation was produced by the Ministry of Education and Culture in the '1999-document' on page 19 (see section 2.5.11 ahead). Section six, the last, is a conclusion of the whole chapter.

2.1 A HISTORICAL OVERVIEW OF LANGUAGE SETTING IN TANZANIA

The United Republic of Tanzania (URT) is a union of Tanganyika and Zanzibar which was officiated on 26th April 1964. The two countries got independence at different points of time. While the former achieved its independence on 9th December 1961, the latter got it through a

revolution on 12th January 1964. After the union process, the name ‘Tanzania’ was officially pronounced. The United Republic of Tanzania is situated south of the equator, and it is over half the size of Western Europe. It is a member of the East African Community and one of the founders of the community. It is the biggest country in East Africa.

Tanzania, situated on the east coast of Africa and having about 35 million people, is a highly multilingual country with more than 120 ethnic languages. But unlike most countries in Africa, the United Republic of Tanzania has a unifying African language, Kiswahili, which is also used as a National Language (NL) of the country. Batibo (1995)⁴ asserts that Kiswahili is understood and spoken as either L1⁵ or L2⁶ by almost 95% of the population and that a number using it as L1 is rapidly increasing all over the country. Recently in 2004 the National Kiswahili Council (BAKITA) estimated that about 99% of Tanzanians can speak and use Kiswahili in their day-to-day activities (Masato, 2004; Brock-Utne, 2007).

2.1.1 Language Setting Before Colonialism

Odora (1994) contents that before colonialism every tribal community had its own education system, which was disseminated through the tribal language of that community. Basically, during pre-colonialism in Africa, different ethnic communities had their own territories where they communicated through their native languages. These languages distinguished one ethnic community from its neighboring communities.

In most of Eastern and Central Africa including Tanzania, Kiswahili was the lingua-franca used as a major language of inter-ethnic communication (Vuzo, 2002). Vuzo (ibid.) further maintains that Kiswahili became the lingua-franca because of expansion in trade and settlements that were populated by a large number of people drawn from different linguistic groups.

⁴ For further details refer to Babito (1995:68)

⁵ A language is considered the first language (L1) when it is acquired after birth at home and it is also called a mother-tongue.

⁶ A language is considered the second (L2) when it is acquired immediately after the L1.

2.1.2 Language of Instruction during Colonialism

The industrial revolution of West Europe in the 17th and 18th centuries paved the way to colonial domination in Africa. The fall of nineteenth century witnessed the European scramble for and partition of Africa into colonial spheres of influence. Such scramble was halted in the Berlin Conference (from December 1884 to January 1885) which was convened by the German leader at the time, Chancellor Von Bismarck. Africa was partitioned into German, Dutch, Belgian, British, French, Spanish, Italian, and Portuguese spheres of influence. Following decisions in the conference, Tanzania was eventually given to the German rule.

In the colonial era, the colonial policy was to exploit the country to the maximum but through minimal effort as well as minimal staff. The introduction of formal education was inevitable, and hence led the German rule to debate about the LOI given the fact that there were more than 120 different ethnic languages in the country. Kiswahili was chosen to be the medium of instruction in primary schools (for African students) due to its comparative merits against other ethnic languages at the time; and such merits are obvious to date against English language medium. The trust on Kiswahili to be a LOI in Tanzania can be traced from the introduction of formal education in the country during the German rule.

In the two decades preceding WW1⁷, the Germans had already created three types of schools in Tanzania. There were sixty primary schools (Webeschulen) which gave lessons through Kiswahili medium for three years; there were nine high schools (Hauptschulen) which gave a two-year course; and there was one college (Oberschule) in Tanga (Cameron & Dodd, 1970). By 1910, there were no less than 11,000 copies of Kiswahili booklets on religious and general knowledge. And by 1914, the German administration in Tanganyika carried out its correspondence in Kiswahili (ibid. 1970).

The German colonizers relied on Kiswahili as the LOI because it was quite common as a lingua-franca. They then promoted Kiswahili on a large scale. This was of a considerable

⁷ The First World War, sometimes called World War 1, erupted from 1914 to 1918. This war witnessed the drastic defeat of Germans.

administrative convenience. Alterhenger-Smith (1978) notes that Kiswahili was the medium of instruction in Tanzania and very little German was used in schooling.

Following the defeat of Germany in the WW1 (1914-1918), Tanzania became under the British colonial rule. For about forty two years (1919-1961) of British rule, Kiswahili continued to be the LOI in the five years of primary schools while English was used in education after the first five years of schooling and in administration. English was deliberately taught as a subject from the third year of primary school and it was a MOI at secondary school level. On the other hand, Kiswahili was taught as a subject in secondary schools but not used as a language medium. Mulokozi (1991) notes that, during the British colonial rule the few who could speak good English were professionally favored and socially privileged. These were the ones who got white-collar jobs.

During the British rule, different from their predecessors (the Germans), the language of instruction policy emphasized the use of English as a determinant factor of being educated and get a white-collar job. Most students in schools isolated themselves from their community as they developed a colonial mentality of the sort.

2.1.3 Language of Instruction after Colonialism

According to Abdulaziz-Mkilifi (1972) the language of instruction, after Tanzanian independence in 1961, was to a greater extent influenced by the linguistic scenario that was structured into what he called triglossia of three languages; English, Kiswahili and ethnic languages. He (ibid.) further maintains that, these languages shared different functions in education and administration. Since Kiswahili was already a widespread lingua-franca and a language of national political consciousness (due to the independence struggle against the British rule), it was officially declared the national language (NL) by the first president of Tanganyika, Mwalimu Julius Kambarage Nyerere. Batibo (1995) asserts that the adoption of Kiswahili was a practical measure in Tanzania where ninety five percent of the population speak it but still belong to their ethnic languages which are over 120⁸ of them.

⁸ This '120' as a number of different languages in Tanzania has been reported in many 'literatures', but in reality many of these languages in Tanzania are very familiar and close to each other; they are likely to be language varieties or dialects. This needs further research.

Following the launching of the *Arusha Declaration* in 1967 which reoriented the country's development efforts towards the masses of peasants and workers on the one hand, and the adoption of Julius K. Nyerere's development ideology of 'Education for Self-reliance' (ESR) on the other, Kiswahili was made the medium of education in all public (government) primary schools for all seven years of primary schooling.

Mazrui and Mazrui (1995) contend that due to ESR philosophy, the consolidation of Kiswahili at primary educational level was the intended scope since the availability of post-primary education was still restricted to a relatively small section of the population (which was only 2% of Tanzanians). Since then, Kiswahili has been used as a medium of instruction in primary schools while English has remained a language of instruction in secondary schools and higher learning institutions to date. This is confirmed by the government document of 1995 when the Ministry of Education and Culture (1995) distributed the 'Education and Training Policy' in Tanzania which stated that:

- ❖ The medium of instruction in pre-primary schools shall be Kiswahili, and English shall be a compulsory subject (MoEC, 1995: 35).
- ❖ The medium of instruction in primary schools shall be Kiswahili, English shall be a compulsory subject (ibid.: 39).
- ❖ The medium of instruction for secondary education shall continue to be English except for the teaching of other approved languages and Kiswahili shall be a compulsory subject up to ordinary level (ibid.: 45).

This is the education policy on language of instruction which has been officially practiced since then in spite of the *Cultural Policy* of 1997 which was in favour of switch from the foreign language (English medium) to the National Language (Kiswahili medium) throughout the educational system in Tanzania.

To make sure English was used effectively as LOI in Tanzania secondary and higher education, the United Kingdom introduced the English Language Teaching Support Project (ELTSP). This was a massive project by the British Development Aid (BDA) in Tanzania that involved a lot of capital and personnel investment to improve the English language in terms of English syllabus development, teachers training and provision of English books. This is noted by Mwansoko (1994) who asserts that although these English language remedial projects were costly, still the improvement and mastery of English proficiency in secondary schools continued to be extremely marginal.

2.1.4 Pedagogical Implications of Retaining English as a LOI in Post-Primary Education

A great many research studies have reported about the failure of the continued use of English as medium of instruction in secondary schools and higher learning institutions in Tanzania. All the LOITASA research done in Tanzania clearly indicates that English can no longer serve effectively and efficiently as a LOI in post-primary education in the country and that the National Language (Kiswahili) should replace it for effective learning and teaching (Brock-Utne et al., 2003, 2004, 2005, 2006).

Galabawa and Senkoro (2006) contend that many research findings indicate how difficult it is for students in secondary schools and tertiary levels of education to speak English, let alone the 'Speak-English' rule is expected to help students improve their English language proficiency as they get punished whenever caught speaking Kiswahili or any language other than English. They further maintain that most reports indicate that despite the official policy in government secondary schools English is, to a very large extent, not being used as the MOI and that teachers teach their lessons in Kiswahili and only give the notes for the same in English. This was also reported in Vuzo (2002) when she says most of the teachers in secondary switch from English to the NL (Kiswahili) when teaching so as to harmonize the teaching and learning process. This shows that English has proved to be a language barrier in the process of teaching and learning to both students and teachers.

The general implications from the continued use of English as the medium of learning at secondary and higher education levels result into a number of high cost disadvantages. These include cramming and parroting on the part of students doing examinations and lack of cognitive understanding of concepts introduced in the lessons; poor student participation in the learning process and total lack of student-teacher interaction on account of inadequate fluency in English as a LOI and such students fail to take a critical stance on ideas presented in lectures and readings; uncritical and undigested presentation of concepts by teachers whose proficiency levels in English as a LOI is low. Teachers sometimes use their college notes to teach secondary school students after having failed to digest them; and equating access to English as a language to automatic access to scientific and technological knowledge. They have a misleading belief that higher intellectual attainments are impossible without first mastering English which is falsely viewed as the only medium in which

knowledge can be accessed, (Brock-Utne, 2005; Qorro, 2005; Vuzo, 2002; just to mention a few).

Following this state of affairs, Tanzania has for a long time contemplated using the national language, Kiswahili, as the medium of instruction at post-primary levels of education. And very recently (only ten years ago) the government proposed a plan of action in the proposed *Cultural Policy*⁹ of 1997, produced by the Ministry of Education and Culture which was at the time in charge of social services, culture, youth and sports. The proposal was open to suggestions and comments from informed sources including academicians at the UDSM. The government set out its goals streamlining language policy in Tanzania. The policy most significantly aimed at making the NL (Kiswahili) the medium of instruction throughout the education system including the university by the year 2004; but still the time line for implementation seems to be behind the timeframe. For details on all attempts for the government to revisit and reform the LOI policy in post-primary education, (see section 2.5 ahead).

2.2 RELATED LITERATURE FROM AFRICA

First, the African human experience constantly appears in the discourse of our times as an experience that can only be understood through a negative interpretation. Africa is never seen as possessing things and attributes properly part of 'human nature'. Or, when it is, its things and attributes are generally of lesser value, little importance, and poor quality. It is this elementariness and primitiveness that makes Africa the par excellence of all that is incomplete, mutilated, and unfinished, its history reduced to a series of setbacks of nature in its quest for humankind. (Mbembe 2000:1)

Before colonialism, the different ethno-linguistic groups in Africa did not have a language of instruction problem. Each group used its own language to educate its children. The MOI problem in Africa emerged in the late 1800's with the introduction of western schooling in Africa. The schooling or simply formal education was initiated by colonial administrators and Christian missionaries. It is from that time African children began to receive basic education in the colonial languages (Alidou, 2004).

⁹ 'Cultural Policy' is a government document produced and distributed by the MoEC in 1997 on a new reform of language-in-education policy.

The above quotation in Mbembe (2000:1) and a historical overview of African MOI problems accounted for by Alidou (2004) above are a good start towards a post-colonial situation on language of instruction in Africa. The following two subsections present the related literature using Guinea and Nigeria for illustration.

2.2.1 A Study from Guinea

Yerende (2005:199-230); Wa Thiong'o (1986); Prah (1995); Adegbiya (2000); Bamgbose (2000) and Brock-Utne (2000), among others, have indicated that many African societies share the same challenge of creating viable alternatives to European monolingualism in formal academic settings. This challenge however, does not imply the same struggles and same solution as local and regional histories of religion, economic development or lack of economic development, and political stability or instability in an age of increasing interdependence influence people's discourses and practices about language and schooling.

In the case of Guinea, according to Yerende (2005), the challenge of including African languages in formal educational setting led to a unique historical experience comparable to and yet different from the experiences of Tanzania, Nigeria and South Africa. The particularity and uniqueness of the Guinean case consisted of the use of mother-tongue (MT) education throughout the elementary grades and the beginning of secondary schools. Yerende (ibid.) in her study offers a critical overview of LOI policies and practices in Guinea-Conakry after political independence in 1958. The focus of her overview centers on a language in-education policy that had favored MT education for a period of sixteen years, 1968 to 1984. The two languages (Oneyan and Wamay) out of twenty ethnic languages¹⁰ spoken in Guinea were originally included in the language education policy in 1968, but before that, in the first ten years after political independence, French continued to be the only LOI in elementary and secondary schools. Tribal languages were only used as LOI in adult education programs.

¹⁰ The twenty ethnic languages spoken in Guinea belong to two groups; either the Mande family or the West Atlantic group. For their proper names refer to Yerende (2005:224) and Soumah (1998:3).

The evolution or devolution of LOI policies in Guinea can be assessed in three segments¹¹: the First Republic (1958 -1984), the Second Republic (1984 -1992), and the Third Republic (1992 - present). As I have mentioned above, the first ten years French continued to be used as the medium of instruction from elementary to tertiary education. From 1968 the LOI policy was reformed, and the MOI throughout elementary schooling and the beginning of secondary schooling (lower forms of secondary education) was MT. With the death of the President of the Guinean First Republic in 1984 the whole issue of LOI policy turned the tide. Since 1984 the MT medium was replaced by French language from elementary grades to higher levels of education. For the detailed discussion of LOI policies from the death of President Toure in 1984, see Yerende (2005:203-212).

Nevertheless, Yerende (2005) in her concluding remarks, among other recommendations, suggests that the growth of vibrant Guinean communities abroad should be the catalyst for change as far as MT medium of instruction is concerned. She further comments that creating viable alternatives to European monolingualism in formal academic setting may be one of the best strategies to fight against the devaluation of African societies. This comment is also given in Skutnabb-Kangas & Phillipson (1994) and the Asmara Declaration (2000).

So Guinea and Tanzania have some similar issues pertaining to LOI policy, and that is why I chose Yerende's study as relevant to this study when it comes to the issue of language-in-education policy that favors African languages to be MOI, and former colonial languages to be deliberately learnt as FL and compulsory subject at all levels of education.

2.2.2 A Study from Nigeria

Among the African countries which for a long time have been trying to revisit and reform their LOI policies to switch from their former colonial languages to African languages in their educational formal settings is Nigeria. In his article, Bamgbose (2005) begins with a historical overview of traditional socialization. Prior to colonialism in Africa, traditional socialization took place necessarily in the mother-tongues. The language aspect of such socialization took several forms including practice in listening, memorizing and recalling, solving riddles, reciting verses, singing, engaging in phonetic exercises involving

¹¹ See Yerende (2005:202-212) for full account on evolution of Language of Instruction policy in Guinea.

syllabification and tongue-twisters, and story-telling. The non-linguistic aspect involved transmission of knowledge on various subjects including farming, buying and selling, measurement, craft, tradition, religion and generally all that is required of a child growing up in that culture. In the context of Western education, such a socialization is referred to as 'informal education' since it does not involve school buildings with partition of classes and a structured timetable (ibid.).

Nigeria has been using one of the larger African languages (Yoruba, in Nigeria) as a medium of instruction in primary education and as a subject in secondary and higher education since its independence. Bamgbose (2005) explains how the traditional three-year Yoruba medium of instruction failed to mix with English medium at the same level. He notes that "the practice of using Yoruba as medium of instruction for the first three years of primary education and changing over to English as a medium in the forth year has always had attendant problems" (ibid.: 237).

The traditional three-year Yoruba MOI in primary education was replaced by a Six-Year Primary Project (SYPP) that began its implementation in 1970. The Six-Year Primary Project was basically an experiment in MOI involving a comparison of the traditional 3-year Yoruba medium plus 3-year English medium with a 6-year Yoruba medium in primary schools. Its origins go back to dissatisfaction with the barriers in the traditional system as well as concern for falling standards of English in Nigerian schools (Ibid.). Despite the success obtained from the SYPP, yet the language of instruction in secondary schools and higher learning institutions was and still remains English, the foreign language in Nigeria to date. The use of English went back from the fourth grade.

2.3 RELATED LITERATURE FROM THE REST OF THE WORLD

Besides Tanzania and Africa in general, other countries in the developing world experienced colonialism during European imperialism in the seventeenth, eighteenth and nineteenth centuries. These countries also suffered a problem of inheriting colonial languages as their medium of instruction in education system of their countries. For the purpose of this section, a few countries from South-East Asia have been surveyed for relevance to this study. These include Burma, Philippines, Sri Lanka and Malaysia.

Countries of South-Eastern Asia were colonized by Britain, France and Germany, and used the language of their colonial masters in education. After the WW2, and especially after these countries gained their political independence, they used education to meet their political goals and bring about social change and economic development. As such, it was seen that if education is linked with the national language policy, it could be a sure way to get rid of ethnic divisions in the country (Watson, 1980; Kiango, 2005). This decision basically served political goals but it also helped students to understand and discuss their studies more efficiently without a language barrier. Let us have a brief look at each of the four countries.

2.3.1 A Case of Burma, Philippines and Sri Lanka

Following the decision to search for LOI policy which acknowledges the importance of the indigenous languages and at the same time the role of international languages in education, Heyden (1969) reports that after independence Burma decided to use a Burmese language (spoken by about 75% of the population) to be a LOI in primary and secondary schools. Heyden (ibid.) further reports that in Standard One, Two and Three of primary education the students' MT was used and English in tertiary education. Similar to Burma, in Philippines the Philipino language was selected to be a National Language. But regarding the Language of Instruction, eight indigenous languages were used to teach in Standards One and Two while from Standard Three up to University education English was retained as a language of instruction (Kiango, 2005).

Regarding Sri Lanka, Punchi (2001) in his article on the resistance to language policy in Sri Lanka says that Sri Lanka was originally colonized by the Portuguese in 1505, the Dutch in 1656, and later the British in 1796. It was during the British rule that firm formal education began taking shape. During this period the education that was offered was one that promoted inequalities such that there were higher status-schools where English was the medium of instruction from age 5 -18 and lower status schools where local languages were used. Those attending higher status schools were a minority and they paid school fees while the lower status schools were free. The first Minister of Education considered this system a factor widening the gap between the poor and the rich leading to class distinction. He proposed a bill for free education and also made two native languages-Sinhala and Tamil –

the languages of instruction. The vernaculars were introduced in primary school in 1945, secondary schools in 1953 and at universities in 1960 (Punchi, 2001).

The results of this revolutionary policy were enormous. School enrolment increased sharply in the two decades that followed the implementation of the new policy. School enrolment more than doubled from 25% in 1901 to 72% in 1953 and it further increased to 83.5% (ibid.). The current human development indicators of the country are good. There is a literacy rate of 90%, a life expectancy rate of 72 years which is higher than that of most developing countries. There is further a high gross enrolment rate of primary and secondary education (101% and 70% respectively), gender equity in education and a recent increase rate of women participation in labor forces (ibid.). Punchi attributes these positive outcomes to free education in native languages.

In the provision of science education in Sri Lanka, a former Director of education at the Ministry of education, Mahinda Ranaweera, shows how the change of language instruction from English to vernacular languages led to the great advantage of the majority of people in the country:

The transition from English to the national languages as the medium of instruction in science helped to destroy the great barrier that existed between the privileged English educated classes; between the science educated elite and non-science educated masses; between science itself and the people. It gave confidence to the common man the science within his reach and to the teachers and pupils that knowledge of English need not necessarily be a prerequisite for learning science. (Ranaweera, 1976 quoted in Brock-Utne, 2000:53).

2.3.2 A Case of Malaysia

Different from Burma and the Philippines above, Malaysia had three main ethnic groups and several smaller ones. The main ethnic groups, according to Gaudart (1987), are Malaysians, Chinese and Indians, and the smaller ones include Thais, Europeans, Burmese, Philipinos and others. Gaudart (ibid.) further explains that before the coming of the colonialists, education was run by foreign institutions based on ethnic lines, and that after the 16th century the education policy changed depending on who was in power. For instance, during the British administration, Malaysians and Indians, most of whom lived in rural areas, received education through their own MT. They were not allowed to be taught in English following the memorandum of understanding signed between the Malaysians and the British. The

Chinese, who lived in the urban areas, were taught in Chinese, and when the English medium schools were built in towns, they basically served Chinese, and to a smaller extent the Indians and children of Malaysian feudalists who lived in urban areas (Kiango, 2005). Watson (1980) claims that during the British rule, education in primary schools was given in Malaysian, English and Tamil. Secondary education was given through the medium of English and Chinese, while higher education was through English only.

In 1951 Kiango (2005) notes that the Barnes Report on Education (BRE) recommended the establishment of bilingual schools and the gradual abolishment of English medium schools. And when the Alliance Party (AP) got into power in 1956, it sought to bring about changes in language education policy by phases. In 1957, the Razak Commission (RC) was formed by the government and recommended an education system that would:

- ❖ Solve the language problem emanating from many languages in the country
- ❖ Have nationalistic tone in its contents
- ❖ Be Malaysian in character
- ❖ Be developmental in its goals

Due to these recommendations, in 1957 Bahasa-Malaysia was declared a NL, and English was allowed to continue for only ten more years. And in 1987 Gaudart (1987) reports that almost seventy percent of all schools in Malaysia used Bahasa-Malaysia as a MOI and English was taught (and learnt) as a compulsory subject.

In concluding this section, Kiango (2005) reminds us that many developing countries are very rich in natural resources but remain poor due to scientific and technological dependency. They need to change for a better future. And the way forward, he strongly suggests, is to invest more in education for cultural, scientific and technological development through a LOI that is understood well by both students and teachers in all levels of education.

2.4 RELATED LITERATURE FROM WITHIN TANZANIA

Since 1970's, 1980's and then 1990's the government has been proposing to switch from English, a foreign language, to Kiswahili, the national and indigenous language, as a medium of instruction from primary education to tertiary and university education level. Nothing has been done to enable the use of the NL (Kiswahili) as a MOI throughout the education system in Tanzania. To date, English continues to be the MOI in secondary and higher education.

This hesitation towards implementation has triggered many researchers of language in education to conduct research studies so as to investigate the impact of the continued use of English as a LOI in post-primary education. The next subsections present some studies which were carried out to reveal reality and some recommendations that were given accordingly.

2.4.1 Mlama and Materu Study (1978)

This was an early study ¹² on the LOI in Tanzanian education system which was commissioned by the National Kiswahili Council ¹³(BAKITA) in 1977. In this study, Mlama and Materu investigated the use of English as a MOI in post-primary education and how this affected the standard of education in Tanzania. The study involved students, teachers and education officers from the selected regions who were interviewed. In the field, classroom observations were undertaken.

Their major findings observed included the following: There was a serious language problem for both teachers and learners in the whole process of teaching and learning due to the use of English as a LOI. The study presented some examples from the classrooms. For instance when students were asked questions in the target language (English), their answers were often incoherent and irrelevant. This according to Mlama and Materu, indicated lack of understanding the questions and therefore failure to comprehend and answer in English. In contrast, when the same questions were asked in Kiswahili, there was a war of hands in the air competing to answer, and their answers to the questions were articulate, relevant and correct.

Having discovered this state of affairs in the classroom contexts, Mlama and Materu had this to recommend: Kiswahili, the National Language, should be used as a medium of instruction in secondary schools and higher learning institutions instead of English, and it should be developed further. The teaching of English as a foreign language should be improved at all levels of education.

¹² The study report was titled: “Haja ya kutumia Kiswahili kufundishia katika Elimu ya Juu”, translated as “The need to use Kiswahili as a language of instruction in Higher Education.

¹³ The common name for this council is “Baraza la Kiswahili la Taifa”, and its acronym is BAKITA.

2.4.2 *Criper and Dodd Study (1984)*

This study was sponsored by the British Overseas Development Administration (ODA) on behalf of the Ministry of Education and Culture (MoEC) in Tanzania. Clive Criper, a linguist from Edinburgh University, and Bill Dodd, an administrator with long experience from Tanzania, investigated the standard of English existing among students at various formal levels of education in Tanzania. They managed to give and administer tests to a total of 2,410 students from all levels of education, and lastly observed the following results:

- ❖ University students' level of English is substantially below that required for university English medium study (Criper & Dodd, 1984:15).
- ❖ Fewer than 20% of the University sample tested were at a level where they would find it easy to read even the simplest books required for their academic studies (ibid.:43).
- ❖ Throughout the secondary school career, little or no subject information is getting across to about 50% of the pupils in the sample (ibid.:14).
- ❖ Only about 10% of Form IV students are at a level that one might expect English medium education to begin (ibid.:14).
- ❖ We estimate that perhaps up to 75% of teaching at any rate in Form One is being done through Kiswahili (ibid.:34).

Instead of arguing for switch from English to the medium of instruction with which students were familiar and proficient, the MoEC issued a secular setting out the policy of English medium¹⁴.

Following this policy, the British government through the English Language Teaching Support Project (ELTSP)¹⁵ prepared to fund Tanzania on the condition that English continued to be the medium of instruction in secondary schools and higher learning institutions. In 1986 the British government in conjunction with the Ministry of Education triggered the project by first offering English readers' books to students, and then, funded

¹⁴ Rugemalila, et al. (1990) contend that this statement was no coincidence. See Brock-Utne (2001:4) and Rubagumya (1991:76) for the same comment.

¹⁵ This was a British massive project in Tanzania that aimed at improving the English language proficiency of both students and English teachers in secondary schools and teacher's colleges.

short courses to English language teachers and workshops for Teachers' Development Meetings¹⁶ (TDM) for the promotion of English proficiency in schools (Rubagumya, 1991).

2.4.3 Roy-Campbell and Qorro Study (1987)

This study was a survey on the reading competence in English of secondary school students in Tanzania. It was undertaken as part of a Doctoral thesis (PhD). The study involved one hundred Form II and IV students from fifteen secondary schools in several regions of Tanzania-mainland. In addition to students, a total of seventy three teachers were also included in the survey.

According to their survey and investigations, it was found out that the overwhelming majority of Tanzanian students joining secondary education could not sufficiently comprehend English to cope up with the lessons if much of the teaching was not conducted in Kiswahili. The same view was given by over two thirds of the teachers who were involved in the research. Following these findings, Roy-Campbell and Qorro (1987) recommended a switch of language of education from English medium to Kiswahili medium in post-primary education levels.

2.4.4 Jones and Rubagumya Study (1998)

This study was a result of the Cultural Policy of 1997 which was followed by a consultancy team commissioned by the government through the Ministry of Education in order to give advice to the government on LOI issues in Tanzania. This consultancy team was commissioned in 1998. The team dealt with three major interconnected components notably: Language use in the classroom settings, Language issues in education in Tanzania, and Language planning and policy implementation.

In the component of 'Language use in the classroom setting' the team involved Standard One and Six primary education classes, Form Three and Four secondary education classes, and Grade 'A' certificate and Diploma in education classes in teachers' colleges. A total of

¹⁶ Teachers Development Meetings in form of academic workshops in which teachers of English language in secondary schools as well as those from teacher's colleges met to discuss how to efficiently teach various aspects of English grammar and composition.

ninety four lessons were observed and documented. The written field notes, audio tapes, video tapes, still photographs and examples of written texts were all surveyed and analyzed. Eight experienced researchers with background in linguistics and teaching were used in collecting the data. In language fluency, sixty one primary school teachers, seventy two secondary school teachers, and thirty eight college tutors were investigated too. The findings indicated that there was poor mastery of English language by the majority of teachers but all were very fluent in Kiswahili, the national language (Jones and Rubagumya, 1998).

In the component ‘language issues in education’, a range of views from different education stakeholders about the use of English or Kiswahili as a medium of instruction in post-primary levels of education was given. A total of 571 audio-recorded interviews across different stakeholders all over the country were analyzed and discussed. And as per ‘language planning and policy implementation’, some insights of language planning experiences from a number of post-colonial settings were drawn upon and discussed.¹⁷ The study reported that teaching and learning process was not effectively taking place through English medium; and that code switching (to Kiswahili) was a common way used by teachers in classrooms. Following these findings, the consultancy team recommended Kiswahili to be used as a LOI in post-primary education, and that information on the importance of using Kiswahili as a MOI should be publicized widely in the country (Jones and Rubagumya, 1998).

2.4.5 Mwinsheikhe Study (2001)

This study was conducted in Tanzania secondary schools to investigate how well secondary school students comprehended Biology lessons. It was an empirical study which focused on the ordinary level students in public secondary schools. Its main objective was to check on the language barrier in the process of teaching and learning Science, and how using Kiswahili as a MOI in Tanzania secondary schools would be an effective strategy for improving students’ performance and participation. The study involved students, teachers and education officials as research participants. Questionnaires, interviews and documentation analysis were systematically used, analyzed and interpreted for discussions.

¹⁷ For detailed information about the findings on the components of language issues in education and language planning and policy implementation in Tanzania, see Jones & Rubagumya (1998).

The study revealed that there was a serious language problem for students and most of the teachers due to the use of English as a medium of instruction. This resulted in extensive use of Kiswahili in the whole teaching and learning process. There was minimal classroom participation due to the language barrier among students as well as teachers. The experimental lessons taught in Kiswahili and English also revealed that there was higher participation and performance in Kiswahili classes while there was hardly any participation in English classes. In English taught classes there was also poor performance.

In this study among other suggestions, Mwinsheikhe recommended that the government should switch to Kiswahili as a medium of instruction for teaching and learning science in secondary schools.

2.4.6 Vuzo Study (2002)

This study also investigated the pedagogical implications of using English as a language of instruction in Tanzanian secondary schools. It focused on the extent to which the LOI policy is violated in Tanzanian secondary schools. A comprehension test using a cartoon was, among other methods, used to find out the differences secondary school students in Form One, Four and Six display when using Kiswahili compared to using English as a LOI. The implications of student differences in using Kiswahili or English were discussed in view of the language of instruction in use. The study sought opinions from some policy-makers, secondary school teachers and students on the contemporary views of LOI in Tanzania.

The study revealed that effective teaching and learning was not taking place in secondary schools due to lack of language proficiency in English by both teachers and students. The continued use of English as a LOI at all levels of secondary education appeared to be pedagogically ineffective. The shift from Kiswahili to English medium in Form One proved to be problematic for many Form One students. The study further reported that the language-in-education policy was being violated through the use of code-switching and concurrent translations. Most of the interviewed teachers said that they resort to code-switching from the target language to Kiswahili in order to enable classroom interaction to take place. Almost all teachers and education officials admitted that English as a MOI in secondary schools was causing difficulties to students understanding and performance. Very few teachers and officials preferred English to continue as a LOI.

Following these findings, among other suggestions, Vuzo (2002:103) recommended that “there is a serious need to promote Kiswahili as a language of instruction in secondary schools as stated in *Sera ya Utamaduni*”.

2.4.7 Puja Study (2003)

The major purpose of this study was to review and critically analyze the role of Kiswahili in education with a special focus on higher education in Tanzania. The study involved 73 second-year Tanzanian female undergraduates. It was conducted in Tanzania in 1997 as a part of her doctoral thesis (Puja, 2003). The study employed ethnographic methods in data collection. The second-year female students (the target group) came from three Tanzanian university campuses: University of Dar-es-Salaam (UDSM) main campus, Muhimbili University College of Health Sciences (MUCHS) and Sokoine University of Agriculture (SUA). In this study, multiple data collection strategies, often known as triangulation (Glesne and Penshkin, 1992; Denzin, 1978), were used. The supplementary data collection strategies that were also used in gathering data included classroom observations, a questionnaire, documentary reviews, field-notes and focus group discussion.

According to the major purpose of the study among other findings, the following were observed by Puja (2003:115) in her study:

- ❖ Only 8 of the 32 Tanzanian female undergraduates interviewed, chose to be interviewed in English, the rest preferred Kiswahili. Most of those who chose English were of Asian origin.
- ❖ Most of the interviewed teachers in the study admitted that most of their students are not competent in either spoken or written English.
- ❖ In all three campuses researched, most students (both males and females) do not speak in class due to the language barrier (English medium in this regard) but as soon as the class is over, both teachers and students switch to Kiswahili and communicate very freely.
- ❖ All the 22 teachers interviewed cited poor communication skills in English as one of the major problems that contribute to students’ silence in classrooms and their overall poor comprehension and academic performance.

Following the above findings, among other recommendations, the study recommended that there is a need to take specific steps to promote the use of indigenous languages in the delivery of education in the African context. And that Tanzania should pave the way for

other African countries by adopting Kiswahili as the MOI in higher education (Puja, 2003:126).

2.4.8 Qorro Study (2004)

This study was done intending to gauge public awareness on the language of instruction debate by assessing various arguments presented, and to contribute towards raising public awareness so as to create public understanding of the issues at stake in the debate. The paper is in four parts. The first part displays the reviewed literature on language of instruction in Tanzanian education system. The second part jots down various arguments given by newspaper article writers for the use of English or against the use of the National Language (Kiswahili) as the LOI. Along with these arguments, she has also presented responses to them. The third part presents some analysis of those arguments by referring to research findings in Tanzania and elsewhere. In the last part, the author suggests a way forward on how to raise awareness and deepen understanding of issues in the debate.

Over 30 newspaper articles written between January and April 2003 on the LOI issue were collected and analyzed¹⁸. Of these 30, according to Qorro (2004:95), 21 articles were arguing for the use of Kiswahili, and only 9 for the use of English and against the use of the national language as a medium of education in post-primary levels of education in Tanzania. In the analysis, it was seen that all 9 articles against the use of NL had one common major argument, that student should be able to speak English. But in reality the ability to speak English when it is not the L1 stems from effective teaching and learning of English and not from using it as a LOI.

Following presentation and analysis of all arguments for the continued use of English as a MOI in post-primary education levels, the author closes her presentation by urging the public (through teachers of English) that:

- ❖ From an educational point of view there is no need to give up one's first language in order to learn a second;
- ❖ In fact, rejecting other languages has been shown to be harmful to children's cognitive and academic growth; and

¹⁸ See Qorro (2004:95-108) for all arguments supporting the use of English as a LOI in post-primary education and their analysis.

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- ❖ In a global economy and in a world of many cultures, English alone is not enough; therefore we need English plus other languages (Qorro, 2004:113).

2.4.9 Galabawa and Lwaitama Study (2005)

In their study¹⁹ the main purpose was to determine the extent to which learning would be facilitated or hindered by the use of Kiswahili as a LOI in Tanzanian secondary schools, compared to a situation where English is used as the LOI. The study (being experimental) included an ‘experimental class’ which was taught only in Kiswahili for 4 weeks; and a ‘control class’ which used English as LOI for 2 weeks and Kiswahili for the next 2 weeks. After the first 2 weeks the control class was given a test in English and the same test in Kiswahili after the next 2 weeks of teaching in Kiswahili. The experimental class was given a test in Kiswahili after 4 weeks of teaching in Kiswahili. During this experimental study, Kiswahili and English continued to be taught as subjects in both the control and the experimental classes. Teachers who taught these two classes were given some school based in-service training. Materials for the taught topics in Geography and Biology were translated into Kiswahili by teachers for these subjects in collaboration with Kiswahili teachers available in the respective schools.

The findings revealed that the average scores in the control group were higher when the teaching was in Kiswahili than when it was in English. And for both subjects (Geography and Biology) in all schools, the students who were taught and tested in English had worse results than when the same students were taught and tested in Kiswahili. Of all students, the ones who performed the best were those who were taught in Kiswahili medium for the longest duration of time, the experimental class.

Following these findings, Professor Galabawa and Dr. Lwaitama, among other recommendations, recommend that there is urgent need to clarify the extent to which quality of secondary education is negatively influenced by current official policies on the MOI adopted at all levels of the education system in Tanzania. A nation-wide proposal on the implications of teaching in Kiswahili at secondary level would be a starting point of the

¹⁹ This was an experimental study; and it was part of a larger study project on the Languages of Instruction in Tanzania and South Africa (LOITASA)

broad strategy of LOI implementation and a switch from English to Kiswahili. This means all resources and implications related to teaching and learning materials, teacher capacity and competence building, and physical inputs, should be carefully worked out. “Implementation”, according to Galabawa and Lwaitama (2005:156), “would also adopt a phasing approach starting with a few schools acting as a pilot”.

2.4.10 Senkoro Study (2005)

Senkoro (2005:83-95) reports on, “Teachers’ views on language medium of instruction in post-primary education in Tanzania”, a study which was conducted in Iringa, Kagera and Manyara regions (Tanzania Mainland), and Zanzibar Municipality in the Isles. The main data collection technique employed in the study was a questionnaire. Generally teachers’ views in the study showed that the majority confuse the importance of English as an international language with using it as the language of instruction. However, the study revealed that a good number of teachers admitted that there is a frequent rate of both code-switching and code-mixing between English and Kiswahili during the teaching and learning process in secondary schools (Senkoro, 2005).

2.4.11 Qorro Study (2005)

Qorro (2005:96-124) reports on “Parents’ views on the medium of instruction in post-primary education in Tanzania”. The study was conducted in the same regions as Senkoro’s. The study had two components: a survey and a quasi-experiment. Its objective was to find out why, after years of debating, researching and dissemination of research findings which indicate English to be no longer a viable MOI in post-primary education, the public awareness on the issue still seems to be very low. Another objective was to collect parents’ views and to find out the reasons for their views. The survey used a questionnaire distributed to 300 parents of whom 212 responded.

The study revealed that there was a discrepancy between parents’ perceptions of the role of English in education and what actually happens in secondary school classrooms. In spite of acknowledging that their children had problems in comprehending the content knowledge taught in English, the parents continued to prefer English as a MOI. It also revealed that parents and many others mistakenly hold the view that the only way to acquire English is by using it as a MOI.

Following such findings, it was suggested that a far more effective way of acquiring English in Tanzania is by having it taught as a subject by qualified teachers of English as a foreign language (Qorro, 2005).

2.4.12 Malekela Study (2005)

More or less similar to Senkoro's and Qorro's studies above, Malekela's study (2005:125-138) was about, "Secondary school students' views on the medium of instruction in Tanzania". The sample of schools used in the survey was drawn from the same regions as those used in Senkoro's and Qorro's studies. The study was conducted in Kiswahili to seek the candid opinions of students who were requested to leave their names and those of their schools anonymous. A total of 748 students were involved, ranging from Form One to Form Six. The female students were 403 (54% of all) while the males were 345 (46% of all respectively).

Responding to how well they learnt when taught in English, more than 80% of the student-participants admitted that they learn with difficulty while 17% said they learn with comfort. The majority of students admitted that they learn better if they are taught in Kiswahili. However about 43% said they would prefer to be taught in English despite the language problem they face.

Following the findings in the study, the researcher concluded that the majority of students who enter secondary schools from primary schools are more fluent in Kiswahili than in English. And that the sudden transition to English medium in Form One is a shock to most Tanzanian students despite the English proficiency program they attend in the first six weeks of secondary schooling. He concludes his report by posing a question: "Is there any meaningful learning when the majority of the students cannot follow what their teachers are trying to convey?" (ibid: 135).

2.5 GOVERNMENT EFFORTS TO REFORM THE LANGUAGE OF INSTRUCTION POLICY IN POST-PRIMARY EDUCATION IN TANZANIA

Kiswahili enjoys high linguistic prestige in Tanzania. It was already widespread as a lingua franca and the language of national consciousness even before independence (Abdulaziz-Mkilifi, 1972). It was declared the National Language after gaining independence. Later it became the official language of the Parliament, primary education, teachers' training colleges for certificate level, primary courts, and in adult education classes. On these grounds, the Tanzanian government saw it as of the utmost importance to reform policy on the language of instruction in post-primary education. In this section, I have shown some intention by the government from time to time to switch the language of instruction in post-primary education from the former colonial language (English) to the national language (Kiswahili). A careful survey and analysis of government documents on the phenomena in question was made from the early government declarations to the latest though all these declarations never led to further action.

2.5.1 United Republic of Tanzania – 1969 Document

This was among the early and foremost documents produced by the government of the United Republic of Tanzania which, among other issues, paid attention to the possible extension of the National Language (Kiswahili) to be the MOI in post-primary education, starting with secondary and then tertiary level. In the 1969-74 Development Plan the Tanzanian government was aware of the inconsistency of LOI between primary schools and secondary schools when it noted:

The division between Swahili education at the primary level and English education at the secondary level will create and perpetuate a linguistic gulf between different groups and will also tend to lend an alien atmosphere to higher education, making it inevitably remote from the problems of masses of society (URT, 1969:152).

The switch from English medium in secondary schools to the National Language (Kiswahili medium) could not be made overnight. Adequate time was needed for preparation of instructional materials. The task to develop terminologies was taken up by the Institute of

Kiswahili Research (IKR) and the Kiswahili National Academy (KNA) the National Kiswahili Council (BAKITA) of today.

2.5.2 Ministry of Education – 1970 Circular on Elimu ya Siasa

Following the government awareness of the language of instruction in post-primary education developed in 1969 (refer to URT, 1969:152), in 1970 the United Republic of Tanzania through the Ministry of Education issued a circular No. EDG2/6/11/3 of 14/7/1970 to secondary school teachers instructing them to use the name ‘*Elimu ya Siasa*’ instead of Civics, and switch from English medium to Kiswahili medium in teaching this subject. The aim of teaching “a new” *Elimu ya Siasa* remained the same as that in a former *Civics*; that is to inculcate into pupils’ mind the sense of commitment to their country, see also Mkwizu (2005).

2.5.3 Ministry of Education – 1973 Circular

This circular was not different from the 1970-Circular on the shift from Civics to *Elimu ya Siasa* except that this one explained in detail all that was found in the 1970 syllabus, but now in Kiswahili. The 1973-Circular was issued in March 1973 (Mkwizu, 2005) as a reminder and emphasis to secondary school teachers of *Elimu ya Siasa*. However, in 1992 a tide changed as it was again taught in English with its former name, ‘Civics’ (see section 2.5.6 ahead).

2.5.4 United Republic of Tanzania – 1982 Document

Following the Presidential Commission (PC) of 1980 which was set to review the state of education in Tanzania and make appropriate recommendations for education reform for the next twenty years (1982-2002), the government in 1982 released the Commission Report (CR) which among other recommendations, recommended that “firm plans be made to enable all schools and colleges in the country to teach all subjects using Kiswahili beginning with Form One in January 1985 and the University beginning 1992” (URT, 1982:209).

2.5.5 United Republic of Tanzania – 1984 Document

This document came about after a two-year silence of the Commission Report of 1982. In the document the government argued that:

Both Kiswahili and English will be used as medium of education. The teaching of both Kiswahili and English will be strengthened at all levels. Kiswahili will be the medium of education at post-primary levels where the teaching of Kiswahili as a subject will also be strengthened (URT, 1984:19).

But to the great surprise to everyone, the then President Julius K Nyerere according to Roy-Campbell (1992), intervened by saying:

English is the Swahili of the World... It is wrong to leave English to die. English will be the medium of instruction in secondary and institutions of higher education because if it is left as only a normal subject it will die (Quoted in Roy-Campbell, 1992:188).

2.5.6 Ministry of Education and Culture – 1992 Circular

Following the 1991 report by the Presidential Commission headed by the late Chief Justice Francis Nyalali, the government through the Ministry of Education and Culture and the Institute of Curriculum Development (ICD) decided to abandon '*Elimu ya Siasa*' and replace it with the former subject 'Civics'. The MoEC issued a Circular No:ED/OKE/S.4/25 to introduce the changes, and surprisingly, maintained that the subject should be taught in English (Mkwizu, 2005). This was a negative attempt since it reverted the (former) efforts to switch from English medium to Kiswahili medium and not the vice versa.

2.5.7 United Republic of Tanzania – 1993 Document

This document consists of a report on "Tanzanian Education System for the 21st Century". Very interestingly it was in this report argued that the National Language, Kiswahili, was not ready to be used as a MOI in post-primary education. In this report, the government statement reads:

As a matter of policy, Kiswahili should be a medium of instruction at pre-primary and primary school levels. However, English should continue to be strengthened at primary level and used as a medium of instruction in post-primary level until such a time when Kiswahili is ready to be a dominant medium of instruction (URT, 1993:23).

2.5.8 Ministry of Education and Culture – 1995 Document

The government through the Ministry of Education and Culture distributed the 'Education and Training Policy' in 1995 which stated that:

- ❖ The medium of instruction in pre-primary schools shall be Kiswahili and English shall be a compulsory subject (MoEC, 1995: 35)
- ❖ The medium of instruction in primary schools shall be Kiswahili, and English shall be a compulsory subject (ibid.: 39)
- ❖ The medium of instruction for secondary education shall continue to be English except for the teaching of other approved languages and Kiswahili shall be a compulsory subject up to ordinary level” (ibid.:45).

2.5.9 Ministry of Education and Culture – 1997 Document

In the year 1997 the Tanzanian government in its Cultural Policy (TCP) gave a statement indicated that it was going to reform the MOI in post-primary education. The policy stated that a special program would be prepared and implemented to enable the NL (Kiswahili) be a MOI. In section 1.4.1 of the document, the policy states “A special program to enable the use of Kiswahili as a medium of instruction in education and training at all levels shall be designed and implemented” (MoEC, 1997:3). It did not however state when such a decision would be implemented.

With regard to the English language in this policy document, the government (in section 1.3.3 of the document) notes that:

English shall be a compulsory subject in pre-primary, primary and secondary education levels and shall be encouraged in higher education. In addition, the teaching of English shall be strengthened (ibid.)

But still, however a promising intention of LOI policy reform it was, nothing is stated in the document when and how the policy would be effected.

2.5.10 Ministry of Education and Culture- 1998 Document

This document was actually a Consultancy Report on the language issues. Following the Cultural Policy of 1997, a team of researchers from UDSM and the UK was commissioned by the MoEC under the auspices of the Sector Development Program (SDP) with the assistance of British Department for International Development (DfID) to do research on “Language issues in education in Tanzania” as a strategy towards implementation of the 1997 Cultural Policy. In this Consultancy Report, it was recommended among other recommendations that the gradual change over to Kiswahili should start with Form One in the year 2001 (MoEC, 1998). However, all the consultancy recommendations in the report

have been ignored to date. This disappointment of the consultants is also noted by Brock-Utne (2001).

2.5.11 Ministry of Education and Culture – 1999 Document

This is a Swahili document. In 1999 the MoEC issued a policy document in Kiswahili namely *Sera ya Utamaduni*. In section 3.4 of this policy-document, a detailed account of why Kiswahili deserves to be the MOI instead of English is given. The government admits that the use of English in teaching hinders the development of education, science and technology in Tanzania. The government further, in this section, admits:

Kama tutaendelea kufundisha kwa lugha ya Kiingereza, sayansi na teknolojia ambayo tunahitaji sana kwa maendeleo ya taifa letu katika karne ya ishirini na moja itaendelea kuwa haki ya watu wachache wanaofahamu Kiingereza (MoEC, 1999:19)

If we continue teaching in English, science and technology that we highly need for the development of our nation in the 21st century will remain the right of few individuals who are proficient in English. (*My own translation*)

2.6 CONCLUSION

So far we have seen the extent to which the Tanzanian government has been planning to reform the LOI policy in education system at all levels since the 1970's. Only the 'Civics' subject was once successfully taught in secondary schools in the National Language from 1970, as *Elimu ya Siasa*, but a tide was changed again in 1992 with multi-partism when it was again changed into 'Civics' and was again taught in English. When one is interested in knowing why the government does not switch to the National Language so that Kiswahili can serve as the medium of instruction from pre-primary education to the tertiary and university education, the answer given is always "lack of funds". In a report the MoEC (1999:137) states that "...The lack of funds was a major problem faced, such that all tasks that required the use of money due to lack of funds were postponed".

Certainly, this government statement was in defence of why the *1997-Cultural Policy* and later the *1999-Sera ya Utamaduni* were not implemented as proposed. And, it was such a state of affair, that inspired me to conduct a research focusing on eliciting views and opinions from the government policy-makers, international donors (to Tanzania), university

academics and researchers, and the general public, as to why the LOI policy in Tanzania has been so ambivalent over the last forty years now.

CHAPTER THREE: THEORETICAL FRAMEWORK

3.0 INTRODUCTION

After an analysis of literature in the foregoing chapter, let us have a look at the three theories that I used as a guide to this study. The chapter consists of five major sections. Section one presents Education for Self-Reliance Theory (ESR-Theory). In this section, a concise account on the ESR-Theory and its relevance to the study is displayed. This is followed by the Linguistic Human Rights Theory (LHRs-Theory) in section two. The section offers an account of the LHRs-Theory and its relevance to this study. Section three presents the Qualification Analysis Theory. A brief description of the QA-Theory and how relevant it is to the study is also given weight in this section. The section is followed by a general conceptualization of central concepts in the study which is section four. Under this section, the central concepts including language, language of instruction, Foreign Language, mother-tongue, National Language, and language of instruction policy have been thoroughly conceptualized. Section five concludes the whole chapter and introduces the next chapter.

3.1 EDUCATION FOR SELF-RELIANCE THEORY

3.1.1 *A Brief Account on ESR-Theory*

Propounded by the first President of the United Republic of Tanzania Mwalimu Julius Kambarage Nyerere, *Education for Self-Reliance* ideology was launched in March 1967. Mwalimu JK Nyerere, through his theory of Education for Self-Reliance, believed in the development of people; and that the real index of freedom would not be the industrial output or the growth in per capita gross national product but rather the increase and promotion of literacy, schooling and political consciousness of the people (Nyerere, 1968).

The essence of the ESR-Theory is rooted in both economic and ideological motives. Economically, the restricted resources in Tanzania would be used in the country for the benefit of the majority; and not for the benefit of the few elites. And ideologically, such an education system (ESR) would be an effective and efficient endeavor for transmitting national culture, formalised learning as well as new scientific and technological knowledge.

Nyerere's philosophy of ESR calls for a vibrant and effective learning and teaching process that sets to transmit knowledge in both theory and practice. Supporting this point of view, Lwaitama (2004) asserts:

Education for self-reliance must lead to (the kind of) education which produces school leavers who have been exposed to the best in farming, pastoralism, fishing, dressmaking, carpentry, masonry, etc; both in theory and in practice (Lwaitama, 2004:40).

Certainly, the whole conception in the above quotation cannot be successfully done and achieved without adopting a radically transformed conception of an effective learning/teaching process through a language of education familiar to both learners and teachers. Education for Self-Reliance was for the concept of nation building, and Kiswahili as the National Language and the uniting mechanism among the Tanzanians was automatically found adequate to be the Medium of instruction throughout the Tanzanian basic education system. By the time ESR was launched in 1967, Kiswahili had already spread throughout the country. Mbughuni and Ruhumbika (1974) explain that when the political party - Tanganyika African National Union (TANU) - was founded in 1954, Kiswahili had already acquired such a degree of political weight that the promotion of Kiswahili in education was one of the resolutions adopted by the founders of TANU at their first meeting.

3.1.2 Relevance of Education for Self-Reliance (ESR) to this Study

As I have mentioned above, Education for Self-Reliance was an ideology founded solely for people's development in Tanzania through schooling. In order to bring about change and development in all aspects of human life (whether economically, culturally, politically, scientifically or technologically), quality education is of utmost significant. Nothing can exhibit sound and quality education in any schooling system if it is not through effective and proficient learning. Always effective learning is assured when the teaching/learning process is conducted through a language of instruction that is familiar to both learners and teachers.

For about four or so decades, post-primary students and teachers in Tanzania have been using the Foreign Language (English) as a medium of education. Regarding

this, a great many researchers and educationists have been reporting an ineffectiveness of learning in Tanzanian secondary and higher education due to language barrier caused by the use of English as the MOI, (Mwinsheikhe, 2001, 2003; Vuzo, 2002; Brock-Utne, 2000, 2006, 2007; Qorro, 2003; just to mention a few). More are found in my literature review in the preceding chapter.

How can Tanzanian present students' bring about change and development in future, as propagated in ESR-theory, while their learning is not effective due to the unfamiliar language of instruction they are forced to use? The status of ESR can possibly best be revived in Tanzania if the government accepts change in the LOI policy.

Another level of ESR relevance to this study centers in Ishumi's conception of Education for Self-Reliance when he explains it as a functional education that would enable Tanzania to be reliant in all fields of national life - economically, socially, politically, culturally, and in education (Ishumi, 1978). Education cannot function successfully if the whole process of its delivery and provision is influenced by ambivalence and contradictions in the LOI policy.

3.2 LINGUISTIC HUMAN RIGHTS THEORY

3.2.1 A Brief Account on LHR-Theory

Linguistic Human Rights theory is a normative standard of universal rights which no one can be justified to violate. Regarding this conceptual framework, the core rights are centered on the L1/mother-tongue. Individuals have the right to learn their mother-tongue, to learn through it, and to use it in all socially significant official contexts (Hemel, 1997). Concurring with Hemel, Skutnabb-Kangas (2000) adds that the *Linguistic Human Rights* theory insists on linguistic diversity and respect for native languages (mother-tongues) in education at all levels. She further maintains that under this theory, the mother-tongues should be promoted to be the main medium of education which is least likely to develop up to a high formal level. And that, within Linguistic Human Rights framework, all children have to be equalized vis-à-vis the status of their mother-tongues and their knowledge of language of instruction at hand.

3.2.2 Relevance of LHR-Theory to this Study

It is impossible to consider any form of education or even human existence without first considering the impact of language on our lives (Semali, 2002:65).

UNESCO's Universal Declaration on Cultural Diversity (UDCD) that was approved by the General Conference of UNESCO at its 31st session on November 2nd 2001 advocates the full utilization of cultural appropriate methods of communication and transmission of knowledge. It insists on linguistic diversity and respect for MT at all levels of education. On the other hand, the Universal Declaration for Human Rights (UDHR) and the International Human Rights Covenants (IHRC), both of which have force of international law, recognize education as a fundamental human right. Education, according to Senkoro (2005) must however, not be understood as a conglomeration of students and their teacher enclosed in a four-wall classroom; rather, it must be ensured effective learning/teaching process through a language of instruction that both learners and teachers are in full command of and enjoy using.

Since all the above stipulated rights are within a scope of Linguistic Human Rights, and that the LHRs-theory, among other things, advocates right to education through the mother-tongue or native languages, I found this theory relevant to the study as the major purpose in the study was to elicit views and opinions from educational stakeholders in the country.

3.3 QUALIFICATION ANALYSIS THEORY

3.3.1 A Brief Account on QA-Theory

Qualification Analysis theory is a theoretical framework derived from the Frankfurt school of thought in the 20th century. Masuch in Brock-Utne (2006; 2007) categorizes three types of qualifications within this theory: proficiency qualifications, adaptability qualifications and creative qualifications²⁰. These are qualifications needed in the capitalist system. The

²⁰ A detailed account of proficiency qualification, adaptability qualifications and creative qualification- all as categories in QA-Theory see Masuch (1973 in Brock-Utne (2006; 2007).

education system sorts out pupils from certain social classes to get certain types of qualifications.

Proficiency qualifications have to do with skills-for example to read and write, use a computer, repair a shoe, ride a bike, drive a car, cook a meal etc. Proficiency qualifications are further grouped into ‘general proficiency qualifications’ which have to do with general skills, and ‘special proficiency qualifications’ which have to do with special skills needed in a particular vocation.

Adaptability qualifications have to do with attitudes desirable in the labor force. These may be further divided in three sub-groups: ‘active adaptability qualifications’ which have to do with diligence and perseverance; ‘directly accepting adaptability qualifications’ which have to do with obedience and a sense of duty; and ‘indirectly accepting adaptability qualifications’ which have to do typically with indifference and apathy.

Creative qualifications are those which centre on development of productive forces (necessary to capital). Creative qualifications typically have to do with scientific work in terms of independence and openness, critical thinking, creativity, and the ability to enter into constructive cooperation with other people (Brock-Utne, 2006; 2007).

3.3.2 *Relevance of QA-Theory to the Study*

As seen in the foregoing sub-section, (see also Brock-Utne 2006:19-40), it is true that the *Qualification Analysis* theory was found relevant to this study in two ways: first, by looking into some secondary school classrooms in Tanzania; and second, by assessing the current educational policy guidelines stipulated in the ‘1995 Education and Training Policy’. Since the QA-Theory looks into a particular education system through proficiency, adaptability and creative criteria of qualifications, by looking into Tanzanian secondary and higher education classrooms, the expected behaviors or qualifications given students can be analyzed. But all the creative behaviors according to QA-Theory are vividly evident when teachers opt to use Kiswahili in teaching (see Vuzo, 2002; Mkwizu, 2003; Mwinsheikhe, 2001; Brock-Utne, 2001, 2006 just to mention a few).

Likewise, when we analyze secondary education aims and objectives in Tanzania as stated in the Education and Training Policy of 1995 which is currently in use officially, the repeatedly

marked behavior is proficiency qualifications largely “general proficiency qualifications which will prepare them to acquire special proficiency qualifications” (Brock-Utne, 2006:27).

According to the guidelines in the same policy document, secondary education in Tanzania is also meant to inculcate self-confidence in students and enhance creative qualifications needed to make advancement in new frontiers of science and technology²¹. But, is this what happening in post-primary education levels today where the LOI is English? With a QA-theory analysis of the whole education system in Tanzania, particularly at secondary and higher education levels, the relevance of the theory to this study became obvious and evident.

3.4 CONCEPTUALIZATION OF CENTRAL CONCEPTS IN THE STUDY

3.4.1 Conceptualizing Language

Language is a system of speech sounds by which all members of the speech community communicate in terms of their total culture. Skutnabb-Kangas (2000) refers to the term *language* as the system of linguistic signs and symbols considered in the abstract (as opposed to speech) as language. She further maintains that language is a tie and it plays the key role in most aspects of human life everywhere. And that language is a necessary prerequisite and a peaceful weapon in the struggle for a more just world. She (ibid.) adds that language is a tool, a mediator and an active creative agent central to our conceptualization of the world, as we can interpret, understand and change our world. Language has also been an important means of control and domination (Freire, 1985; Phillipson, 1992, 1999). *Language*, according to Bamgbose (1991) has played an important role in maintaining colonial structures.

To show the importance and peculiarity of language and its use, Mazrui and Mazrui note:

²¹ For details of current educational guidelines as stipulated in the Educational and Training Policy of 1995, which are officially in practice in Tanzania; and also a full QA- Theory analysis of aims and objectives of secondary education in Tanzania (see Birgit Brock-Utne, 2006:26&27).

Language controls thoughts and actions, and speakers of different languages do not have the same world view or perceive the same reality unless they have a similar culture of background... (Mazrui and Mazrui, 1998:53).

In addition to their observation as seen in this quotation, they (ibid.) further contend that a language influences the way we perceive reality, evaluate it and conduct ourselves in it.

3.4.2 Conceptualizing Language of Instruction (LOI)

Language of instruction refers to the medium that is used in the process of teaching and learning. In this study, it has in some cases been abbreviated to 'LOI'. It is a language used to impart and acquire knowledge and skills. Rubagumya (2000) points out the need for learners and teachers to be proficient in the LOI in order to ensure effective learning and teaching.

Jones and Rubagumya (1998) identify three functions of LOI in the classroom context: to build relationships between teacher and learners; to enhance effective learning and teaching; and to develop communicative skills of learners.

Bamgbose (1991) asserts that languages of instruction in Africa are chosen based on their position and function they have in a given nation. Three types are always based on: the mother-tongue or home-language; the official language; and where the official language is a language of wider communication (LWC) the national language (NL) could be also the MT of the majority in the nation. To exemplify this argumentation, Bamgbose (1991:31) displays a distribution of official languages in sub-Saharan Africa as follows.

Table 1: A Distribution of Official Languages in Africa

Language	Number of countries	Countries where it is the official MOI
French	19	Guinea Republic, Senegal, Mali, Niger, Chad, Burkina Faso, Cote d’Voire, Togo, Benin, Central Africa Republic, Congo, Gabon, Zaire, Djibouti, Comoros, Burundi, Rwanda, Madagascar, Cameroon.
English	17	Gambia, Sierra Leone, Liberia, Ghana, Nigeria, Uganda, Kenya, Malawi, Zambia, Zimbabwe, Swaziland, Mauritius, Seychelles, Tanzania, Lesotho, Botswana, Cameroon.
Major African languages (Kiswahili, Hausa & Somali)	8	Somalia, Ethiopia, Tanzania, Lesotho, Botswana, Burundi, Rwanda, Madagascar.
Portuguese	5	Guinea Bissau, Sao Tome, & Principe, Cape Verde, Angola, Mozambique.
Arabic	4	Mauritania, Sudan, Djibouti, Comoros.
Spanish	1	Equatorial Guinea.

Source: Bamgbose (1991:31)

With a great vigilance to the state of affairs portrayed in the above table concerning the poor countries in Africa, Professor Senkoro notes:

No country can develop and industrialize by using a foreign language for its medium of instruction in its education system...Good education is that which both the learners and the teachers are in full command. It is this kind of education that liberates the mind and the body...The use, misuse or even lack of use of a culture to which language belongs, can have a very fundamental impact on the minds of those who would have otherwise excelled, had they been taught and required to articulate their thoughts in a language they understand (Senkoro, 2004:52-53).

In the same sense of feeling as Senkoro's caution above, Professor Birgit Brock-Utne also emphasizes the need for African languages to be introduced and promoted as the media of instruction at all levels of education, as she suggests:

There is probably no strategy that could better decolonize the African mind than restoring the African languages to their dignity, having them used as languages of instruction. This would make for better learning as well as strengthen the self-concept of the African learner (Brock-Utne, 2000:172).

3.4.3 Conceptualizing Foreign Language (FL)

Foreign language refers to a language spoken in another country; the French in Congo for example is a foreign language. A foreign language is a particular language whose origin is outside the linguistic speech community. In this context, all European languages spoken in African countries are considered *foreign languages*. The use of a foreign language (FL) as a language of instruction in the third world countries has been criticized by a great many educationists as well as researchers from both inside and outside African continent. Freire (1985) for instance, defines this practice of having a foreign language imposed on the learner for studying other subjects as the violation of her/his structure of thinking. And this is exactly the situation that most African students find themselves in, due to unfair LOI policies in use.

3.4.4 Conceptualizing Mother-Tongue (MT)

Mother Tongue shortened as 'MT' is very often referred to as a home-language. It is the native ethnic, tribal, indigenous, and/or local language one first acquires. It is a language spoken at home and is used by all members at family or community level in all their communications and interactions. Skutnabb-Kangas (2000) defines the term 'mother-tongue' according to origin, identification, competence and function²². In this study, the first two definitions are appropriate and relevant. For many Africans, it is not possible, however,

²² For detailed account on definitions of *mother-tongue* according to origin, identification, competence and function, see Skutnabb-Kangas (2000:18).

to say what their mother-tongue is as they often learn several African languages at the same time.

In the report on ‘Vernacular Languages in Education’ published in 1953, UNESCO declared that the *mother-tongues* should be the best MOI in educating children, and that “it should be extended to as late a stage in education as possible” (UNESCO, 1968:691). In the report, the UNESCO experts used linguistic, psychological, pedagogical and sociological arguments to show why the mother-tongues were to be used.

3.4.5 Conceptualizing National Language (NL)

National Language refers to the language adopted at the national level. It is the official language in the government institutions and in the country in general. Bamgbose (1991) describes a national language as the official language in the country which is widely spoken by the majority of citizens and should cut across ethnic and geographic boundaries in term of its use. He further maintains that the National Language could be the MT or one of the mother-tongues spoken in the country. For the contextual purpose of the thesis, wherever the term *national language* is used, it refers to the definitions and explanations given above.

In Tanzania, Kiswahili is a national language since it is spoken and used by almost 99% of the population (Masato, 2004). It is one of the mother-tongues spoken in Tanzania and it is rapidly becoming a mother-tongue to the new generation, especially in urban areas.

3.4.6 Conceptualizing LOI Policy

As I have previously conceptualized the term ‘language of instruction’ (see section 3.4.2), the concept ‘*Language of instruction Policy*’ or sometimes shortened to ‘*LOI-Policy*’ refers to statements on the language in official documents. It is the government stance pertaining to the medium of instruction or language in education. This government stance is explained through guiding or directive statements (URT-MoEC, 1995). For example, Cultural Policy of 1997 stipulates LOI policy in Tanzania.

Most of the African countries and some in Asia inherited LOI-policies from their former colonial masters. Such policies have had a great impact on education systems in these

countries. Among the effects of such unfair²³ LOI-policies in most developing countries including Tanzania are falling standards of education in post-primary levels of education, drastic dependence on the North in terms of science, technology, economy as well as cultural aspects such as languages.

3.5 CONCLUSION

So far we have seen Education for Self-Reliance, Linguistic Human Rights and Qualification Analysis as fundamental theories which have been a guide of this study. A close scrutiny of the three theories shows that the use of a familiar language in teaching and learning is of great importance. While the *Linguistic Human Rights* theory shows the international recognition of the significance of teaching and learning through a familiar or indigenous language, *Education for Self-Reliance* on the other hand, analyses the Tanzanian context with a direct reflection and justification for Kiswahili as the means that can enhance effective learning through theory and practice among students in Tanzania. Lastly, the *Qualification Analysis* theory serves to analyze national and international education systems by using qualification categories of proficiency, adaptability and creativity.

²³ All LOI-policies that the developing countries inherited from the colonial education systems can be considered *unfair* because they exclude the majority in learning and teaching process.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.0 INTRODUCTION

This chapter deals with the research methodology. It presents coherently how this study was conducted. The choice and reasons for choosing the research strategy used in the study, the data collection methods and procedures, the research setting, target population and the sampling techniques, are among the issues I have covered in the chapter. Other issues I have displayed include accessibility of research informants, selection strategy of informants, interview guides and how they were administered in the course of gathering information. The chapter concludes with the crucial issues of validity and reliability; and how the collected data and the study in general deal with them. To begin, let us have a look on the research strategy I used, and the reasons for choosing it in the next section below.

4.1 RESEARCH STRATEGY AND REASONS FOR ITS CHOICE

Bryman (2001) describes the research strategy as a general orientation of carrying out a research work on one hand, and as a useful mechanism of organizing the research methods and approaches to data collection and analysis on the other. Bryman (*ibid.*) further argues that there are basically two distinct research strategies; quantitative and qualitative strategies. Quantitative research emphasizes on statistics and quantification in the process of collecting and analyzing data. In contrast, qualitative research is descriptive in nature and its emphasis in data collection and analysis is on words rather than statistics and quantifications (Creswell, 1994; Bryman, 2001; Silverman, 2001; Berg, 2007).

When considering the research topic and the main objective of this study, a plan of action that I found relevant and effectively enabled me to carry out this study systematically is Qualitative Strategy. The main reason for such a choice was, and still is, that different from quantitative research strategy, the qualitative research seeks to understand social reality naturally and how the social order is created and organized. It also exhibits a concern with subjectivity, inside experience and the inner reality of the phenomena in question.

Following the main reasons given above, the information gathered and analyzed are all descriptive and qualitative in nature. Triangulation, as the effective use of multiple sources in

gathering information, was deliberately used in this study. As long as Marshall and Rossman (1989:83) contend that, 'Using a combination of different data increases validity as the strengths of one approach can compensate for the weaknesses of another', I used the triangulation approach in this study solely to strengthen the study and ensure validity of data and the study in general.

Different from Bryman at the beginning of this chapter, Trochim (2006) uses the term *research design* instead of 'research strategy'. According to Trochim (ibid.), a 'research design' is described as the structure of research. It is considered as the glue that holds all of the elements in a research project together. He further explains that a 'design' is used to structure the research; showing how all of the major parts of the research study work together to try to address the central research questions. From Trochim above, a research design can briefly be explained as the entire process of research from conceptualizing a problem to writing the report.

In addition to the above description, a qualitative research design is the structure of research based on a distinct methodological tradition of inquiry that explores a social or human problem. Concurring with this contention, Creswell (1998) also maintains that the qualitative researcher builds a complex holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting.

Basing on both arguments above, I chose a 'qualitative research design' so that I could use a distinct methodological strategy of inquiry (phenomenology, in this respect) to elicit views and opinions about the language of instruction policy in Tanzania from the government policy-makers, university academicians/researchers, international donors to Tanzania and the public in Dar es Salaam, a natural setting according to the major purpose of this research.

The next section presents the data collection procedure, followed by two subsections on methods I used in the course of gathering information.

4.2 DATA COLLECTION PROCEDURE

The work of collecting information was done during my fieldwork in Tanzania in September and October, 2006. Before carrying out my research in Tanzania, I reported to the Ministry of Education and Vocational Training (in Dar es Salaam) and presented a copy of my

informed consent letter from University of Oslo, Norway where I am a Masters student. I did the same to the Tanzania Institute of Education (TIE). In other places I used to introduce myself before conducting interviews. Such places include University of Dar es Salaam (UDSM), Open University of Tanzania (OUT), Ministry of Education and Sports Zanzibar, Norwegian Embassy, Swedish Embassy, British Embassy and the public (the four retired secondary school teachers).

In this study, face-to-face interviews, telephone interviews, memoing, documentation and library research were the leading methods used in data collection as clearly displayed hereafter.

4.2.1 Interviews

According to Creswell (1998), an interview is explained as a normal conversation with a purpose. Adding to Creswell's above contention, Vuuren and Maree (1999) substantiate that the interview can be face-to-face (personal), telephonic, or by mail.

In order to get relevant and valid views from the policy-makers and other interviewees, the face-to-face interviews were used in the study. The major reason that triggered me to use the face-to-face interview method, particularly with the policy-makers, was the ambition to obtain in-depth information about education policy on language of instruction (LOI) in Tanzania, especially at secondary and higher education levels. Another reason for using interviews was to correct respondents' misunderstandings by probing inadequate and vague responses.

Apart from face-to-face interviews, the telephone interviews were also used in the study. Although telephone interviews lack the face-to-face nonverbal cues, under certain circumstances, they provide not only an effective means for gathering information but also in some instances - owing to geographic locations - the only viable method (Hagan, 2006; Berg, 2007). Hagan (2006) further maintains that telephone interviews are always used as a method by which the investigator can easily monitor ongoing interviews to assure quality and avoid interviewer bias, and the ability to reach widespread geographic areas at an economical cost.

Following the above argumentation by Hagan and Berg, I resolved to conduct the telephone interviews for officials from the Ministry of Education and Sports Zanzibar, Norwegian embassy, Swedish embassy and the two curriculum developers from Tanzania Institute of Education. Such telephone sessions were convened due to the following factors: for officials of the Ministry of Education and Sports Zanzibar, I could not afford to travel to the island; the two officials from the Norwegian and Swedish embassies had so restricted time that the face-to-face sessions were not possible; and the two specified curriculum developers of Tanzania Institute of Education were outside Dar es Salaam, and I had to apply telephone interviews to achieve the goal.

In addition to the motives mentioned above, another motivating reason for using telephone interviews was to get free and correct information as many research participants are willing to respond to some issues anonymously over the telephone rather than in person. And as a result, telephone interviews easily enabled me to interact and administer interviews to all respective interviewees who were out of my reach in a short span of time. Always before commencing the interview session, rapport was established to inspire and make the respondents feel free to respond to the best level of their understanding.

‘Memoing’ is another important data source in qualitative research that I used in this study. Miles & Huberman (1984:69) state that, “Memoing is the researcher’s field notes recording what the researcher hears, sees, experiences and thinks in the course of collecting and reflecting on the process”. The researchers are easily absorbed in the data-collection process and may fail to reflect on what is happening. However, it is important that the researcher maintains a balance between descriptive notes and reflective notes such as hunches, impressions and feelings, to mention a few. Miles and Huberman (ibid.) further emphasize that memos (or field notes) must be dated so that the researcher can later correlate them with the data.

4.2.2 Documentation and Library Research

Apart from interviews and memoing, library research and documentary analysis were also used in the study. The major reason for using this method was to seek for more information relevant to the Education policy on Language of Instruction in Tanzania from different

documents, studies and other researchers. Yin (1994:81) states that, “Documents are used to corroborate and augment evidence from other sources”,

Similarly to Yin above, Silverman (2000) adds that the use of relevant documents is very important in any data collection plan. In this study, different books, research works, journals, academic papers, news articles, newspapers, government documents and seminar/workshop reports with relevant information to the topic were all surveyed and analyzed. The library research and documentary analysis process started in the main library at the University of Oslo in Norway and was completed in the mini-library at the Ministry of Education and Vocational Training in Tanzania. While in Tanzania, all government documents consisting of education policy on Language of Instruction, language policy, and cultural policy of 1997 and 1999 were worked upon and analyzed; and all their outcomes are presented in the previous chapters.

4.3 RESEARCH SETTING

According to Maxwell (1996), every qualitative study should be carried out in a particular social setting. He further maintains that a research setting should refer to the exact place where something actually happens or which is thought to be a centre of something. By considering the key objective of the study, the exact place for the relevant information was Dar es Salaam in Tanzania. Dar es Salaam is a commercial centre and a capital city for the government administration. All offices for national and international personnel are located in Dar es Salaam. For instance all Ministries including the Ministry of Education and Vocational Training (Tanzania Mainland) are in Dar es Salaam. Likewise, the curriculum development unit (Tanzania Institute of Education), all embassies, the Open University of Tanzania and University of Dar es Salaam are located in Dar es Salaam. All these places I have mentioned above constitute the research setting of this study. However the Ministry of Education Zanzibar is not located in Dar es Salaam; instead it is in Zanzibar (Tanzania Island).

I am aware of the fact that the more in-depth account I reveal the higher ecological validity the study qualifies. To ensure high ecological validity, Brock-Utne (1996) posits that it is necessary to give as many characteristics as possible about the study. Due to the sensitiveness of the research topic, all officials I interviewed in the study accepted to give

out their views but on condition of anonymity. To ensure frank answers I had to promise the interviewees confidentiality. In this case their names and status had not to be disclosed in the study. And when I assured them that their names and status would not be disclosed, they said that in that case they would really give me the inside story about the causes for the government ambivalence on the Language of Instruction Policy in Tanzania.

4.4 POPULATION AND SAMPLING TECHNIQUES

4.4.1 Target Population

The target population in this study involved the government education policy-makers, international donors to Tanzania, university academics and researchers, and the general public. The officials from the Ministry of Education and Vocational Training (Tanzania Mainland), officials from the Ministry of Education Zanzibar and officials from the curriculum development unit (Tanzania Institute of Education) constituted the government policy-makers group. This group included officials who could give me in-depth information about why the education policy on Language of Instruction in Tanzania has been ambivalent and dualistic for over forty years now. Brock-Utne (2005) has also pointed out about this government ambivalence and dualism on Language of Instruction Policy. Officials from British, Norwegian and Swedish embassies represented a group of the international donors to Tanzania. This group was thought to have had direct or indirect influence on the formulation process of Language of Instruction policy in Tanzania. Academicians/researchers from University of Dar es Salaam and Open University of Tanzania were another target group in the study who gave out their views through their experience in higher education level. The last target group was the public. This was represented by some currently retired secondary school teachers who were thought to have adequate experience and the informed views about the education system in Tanzania, specifically at the secondary education level.

4.4.2 Accessibility of Target Population

The target population was easily accessible in Dar es Salaam city, except a few officials who were from the Ministry of Education in Zanzibar (refer to section 4.3). Essentially, it was neither possible nor easy to reach and interact with every individual in the target population within the scheduled timeframe. Instead, a sample of outstanding and potential

representatives was drawn from the target population as clearly shown in subsection 4.4.3 below. However, among the selected representatives, some were interviewed in person (face-to-face) and others were contacted through telephone interviews (refer subsection 4.2.1). The financial constraints and time restriction were the factors that limited my access to a bigger number of the target population.

4.4.3 Selection of Research Participants (Sampling Techniques)

Since the main purpose of the study was to elicit views from the government policy-makers, university academicians/researchers, the international donors to Tanzania, and the general public as to why the language of instruction policy in Tanzania has remained so ambivalent over the last forty years, the appropriate sampling technique in the study was purposeful sampling. Purposeful sampling was used to select all the research participants in this study.

According to Hycner (1999:156), “The phenomenon dictates the method (not vice-versa) including even the type of participants.” Adhering to this quotation, I chose purposive sampling which is also considered by Welman and Kruger (1999), because it is the most important kind of non-probability sampling to identify the research participants. I selected the sample based on my judgment and the purpose of the research as this is also pointed in Babbie, 1995; Greig & Taylor, 1999; and Schwandt, 1997. Kruger (1988) further maintains that in purposeful sampling, the researcher should look for respondents who have lived experiences relating to the phenomenon to be researched.

Through a careful application of the purposeful sampling technique, based on the exposure and experience in the respective field under study, the following were research participants whom I used: four officials from the Ministry of Education and Vocational Training (Tanzania Mainland), two officials from Ministry of Education Zanzibar, two officials from Tanzania Institute of Education (Curriculum development Unit), four academicians/researchers from University of Dar es Salaam, four academicians/researchers from Open University of Tanzania, one official from British embassy, one official from Norwegian embassy, one official from Swedish embassy and four long experienced secondary school teachers (currently retired from the job).

The following table summarizes the above distribution of the research participants according to category and sex:

Table 2: Composition of Sample by Category and Sex.

SETTING	CATEGORY	FEMALES	MALES	TOTAL
MoEVT - Tanzania Mainland	Policy-makers	01	03	04
MoEZ - Tanzania Zanzibar	Policy-makers	01	01	02
Tanzania Institute of Education	Co-policy-makers	01	01	02
British Embassy	International donors	00	01	01
Norwegian Embassy	International donors	01	00	01
Swedish Embassy	International donors	01	00	01
University of Dar es Salaam	Academics/Researchers	01	01	02
Open University of Tanzania	Academics/Researchers	02	01	03
Dar es Salaam City	Public representatives	02	02	04
TOTAL		10	10	20

As previously stated, due to the sensitiveness of the research topic, and for security reasons, all respondents accepted to be interviewed and give out their views only on the condition of anonymity. Therefore their names and status have not been disclosed throughout the study.

4.5 INTERVIEW GUIDE

Since Creswell (1998) and Vuuren and Maree (1999) describe an interview as a normal conversation with a purpose, the interview guide should be an instrument that gives both the interviewer and the interviewee freedom to establish a lively conversation within particular social phenomena. Patton (1990:283) notes that:

The interview guide provides topics or subject areas within which the interviewer is free to explore, probe and ask questions that will elucidate and illuminate the particular subject.

From this quotation, it is obvious that the interview guide should consist of questions that give the researcher (interviewer) autonomy to explore, probe and ask spontaneous questions that will help her/him to expound the conceptions about the phenomena at hand. On the other hand, the guide should be formulated in such a way that the interviewees feel free to answer with as much information as possible without any restrictions.

Focusing on the views as to why the LOI policy in Tanzania has been so ambivalent and dualistic over the last forty years, I had, as mentioned, to use two types of interviews in the process of gathering information; face-to-face and telephone interviews. Both types were unstructured, personal, in-depth and open-ended in character and structure.

Since the study was guided by a phenomenological design, academicians and researchers such as Kruger (1988), Kvale (1996), Greene (1997), Holloway (1997), Robinson and Reed (1998), Maypole and Davies (2001), to mention but a few, all agree with the fact that a phenomenological study should confine itself to the meaning of the lived experiences for several individuals about a concept or the phenomena in question. A researcher applying phenomenology is concerned with the lived experiences of the people involved, or who were involved, with the issue that is being researched.

I prepared four interview guides before hand. One guide was for the government policy-makers. This was intended for officials from Ministry of Education and Vocational Training (Tanzania Mainland), Ministry of Education and Sports (Tanzania Zanzibar) and Tanzania Institute of Education. Another guide was for the International Donors to Tanzania. The questions in this guide were designed for officials from the British, Norwegian and Swedish embassies. The third guide consisted of questions solely for University academicians/researchers. The last was a guide for the Public, the four retired secondary school teachers.

All four interview guides consisted of two main sections. Section one in each guide inquired about the background of the interviewee. The questions in this section were topically related and they were set in such a way that their answers could help the researcher to give a qualitative analysis when it came to interpreting the interviewee's answers in the second

section. This logic is also supported by Bryman (2001) when he comments that the background information in the interview guide is of great importance because such information is later useful for conceptualizing, bracketing and delineating units of meaning from the interviewees' answers. The background information also ensures a high ecological validity of the findings.

Section two in each interview guide focused on the major purpose of the study; 'Why has the LOI policy in Tanzania been so ambivalent over forty years now?' However, the interview guide for the government policy-makers differed slightly from that prepared for international donors, university academicians/researchers and the public. This was because the four groups in the target population had different roles and positions in the government, (see appendix 1, 2, 3 & 4). The questions in all interview guides were mostly open-ended, demanding in-depth information about the phenomenon at hand. The open-ended structure of the interview questions was purposefully set to give interviewees freedom to express their views accordingly.

4.6 ADMINISTRATION OF INTERVIEWS

The interview sessions for officials from the Ministry of Education and Vocational Training were conducted in their respective offices during the official working hours; one interview session lasted from one to two hours. The university academics and researchers from University of Dar es Salaam and Open University of Tanzania, and the British embassy official were also interviewed in their respective offices, also during working hours. With them, the interview sessions ranged between 45 and 1.30 hours. And the remaining four residents who are from the public were interviewed at their homes in the city.

Before conducting the interview session for every interviewee, I had to briefly introduce myself, currently as a Masters student at University of Oslo and also a government employee as a Zonal Inspector of schools and teachers' colleges in the Ministry of Education and Vocational Training, Tanzania Mainland. Thereafter, I had to explain in a nutshell my research topic and the purpose of the interview; and ensure them to treat their responses with confidentiality and anonymity. All interview sessions were carried out in Kiswahili, the National Language, except the sessions with officials from British, Norwegian and Swedish

embassies which were conducted in English. All sessions were guided by the interview guides I prepared before hand.

The method I used to store up the gathered information was memoing or note-taking directly in my notebook. Because the human mind tends to forget quickly, field notes by the researcher are crucial in qualitative research to retain the gathered data (Lofland & Lofland, 1999). This implies that the researcher must be disciplined to record or note, subsequent to each interview, as comprehensively as possible, but without judgmental evaluation; Lofland and Lofland (1999:5) emphasize that, “Field notes should be written no later than the morning after”. Regarding this caution, I noted down all substantial information on the spot during the interview session.

4.7 VALIDITY AND RELIABILITY

In assessing the quality of research work, whether qualitative or quantitative, validity and reliability are important judgmental criteria. Describing ‘validity’ in qualitative approach, Hammerslay (1990) asserts that validity simply denotes ‘truth’. He further maintains that it is the extent to which an account accurately represents the social phenomena to which it refers. On the other hand, Hammerslay (ibid.) defines reliability as the degree of consistency with which instances are assigned to the same category by different observers or by the same observer but on different occasions.

Concurring with Hammerslay, Silverman (2000:175) argues:

Unless you can show your audience the procedures you used to ensure that your methods were reliable and your conclusions valid, there is little point in aiming to conclude a research dissertation.

Although in establishing and assessing the quality of research validity and reliability are crucial standards, Lincoln and Guba (1985) propose alternative terms and ways of assessing qualitative research such as trustworthiness. They further maintain that trustworthiness as a criterion of how good a qualitative research is has four aspects namely; credibility, confirmability, transferability and dependability.

In order to ensure the above proposed four aspects or briefly *validity and reliability*, some strategies were deliberately used in this study. First, I made use of multiple sources of information through face-to-face interviews, telephonic interviews, documentation and

library research. This is what researchers consider *triangulation*. Brock-Utne (1996), Silverman (2000) and Creswell (1998) note that a conventional way of treating validity in qualitative research is the recourse to triangulation. Secondly, I applied data collection methods that helped me to get in-depth information which was relevant and adequate to answer the key research questions. For example the use of unstructured open-ended interview questions gave interviewees the freedom to give out rich information about LOI policy in Tanzania and why it has been so ambivalent over the last forty years now.

Thirdly, the study involved the appropriate target population; and using purposeful sampling, I chose and used research participants who had rich and lived experience in the phenomenon in question. The government policy-makers, to mention a few for instance, were the right participants who gave me in-depth information about LOI policy in the country as the study was principally to elicit views on the LOI policy in Tanzania. Fourthly, I have made use of a phenomenological research design as a guide to this study. A researcher applying phenomenology is concerned with the lived experiences of the people involved, or who were involved with the issue that is being researched (Kruger, 1988; Kvale, 1996; Greene, 1997; Holloway, 1997; Robinson & Reed, 1998; Maypole & Davies, 2001).

Since a phenomenological study confines itself to the meaning of the lived experiences for several individuals about a concept or the phenomena; I found this design relevant and indeed helpful to explore the in-depth views from participants' lived experiences pertaining to the ambivalence in language of instruction policy in Tanzania, which is the central focus of this study.

Lastly, validity in qualitative research hinges, to a great extent, on the skills, competence and rigor of the researcher in the field. Patton (1990) notes that in qualitative inquiry the researcher is the essential instrument. In the light of the two arguments above, I have sufficient skills and competence in the social phenomenon of this study since I have been a government employee in Tanzania since 1988; first as a teacher in primary and secondary schools, a tutor in teachers' colleges, a university teaching assistant, and now, a Zonal

School Inspector²⁴. I am however aware of the ‘cultural blindness’ that Brock-Utne (1996) cautions about. According to Brock-Utne (1996), ‘cultural blindness’ is a situation in which you may become blind to what you experience everyday. As such, in this study I viewed things and matters from another perspective since I am pursuing higher education overseas and have tried to look at known phenomena from the detached perspective of the researcher. During my interviews, I used interview guides which were discussed with my advisor beforehand and have helped me in this endeavor.

Having seen the research methodology and how I conducted the study, let us now review the whole process of analysis, interpretation and discussion of research findings in the subsequent chapter.

²⁴ A ‘Zonal Inspector of Schools’ is a government employee in the Ministry of Education and Vocational Training (at the zonal level) whose major role is to inspect and give both professional and academic advice on the curriculum implementation in secondary schools and teachers’ colleges (in Tanzania).

CHAPTER FIVE: ANALYSIS, INTERPRETATION AND DISCUSSION OF RESEARCH FINDINGS

5.0 INTRODUCTION

In the preceding chapter, I have discussed some methodological concepts and described how I carried out the research in the field. In this chapter, let us have a look at the whole process of data analysis, interpretation and discussion within a phenomenological approach of qualitative research. The chapter presents five main sections of which each section expands into subsections depending on the major issues embedded within.

After the introductory section, the succeeding section is all about the data analysis strategy. Here the theory behind the phenomenological strategy and the reasons why I found it the most appropriate strategy of data analysis in this study are discussed. This is followed by a description of general characteristics of the research participants that I used in the different interview sessions. The participants I have described are the government policy-makers, university academicians and researchers, international donors (to Tanzania) and the general public.

Since the analysis, interpretation and discussion of research findings were all guided by the phenomenological approach, the third main section offers major themes extracted and analyzed from all interviews. Under this section, I have extracted and analyzed ten phenomenological themes across all 20 interviews and interviewees (see section 5.3.1 - 5.3.10 ahead). The fourth section concentrates on interpretation and discussion of the themes. Regarding the major purpose of the study, it is in this section where views and opinions from the research participants are interpreted and discussed across other information collected from documentation and library research sources.

Following the views and opinions discussed in section four above, and adhering to the principles of qualitative data analysis and interpretation within the phenomenological approach, a section presenting a composite summary of themes (research findings) is reallocated to section 6.1 of the next chapter (concluding chapter) for thesis consistency and congruity.

5.1 DATA ANALYSIS STRATEGY AND REASONS FOR ITS CHOICE

According to the research topic and the major purpose of this study, the relevant and appropriate method for analysis, interpretation and discussion of the research findings was a phenomenological strategy. The Phenomenological Analysis (PA) refers to the qualitative method of data analysis in which the phenomenological emphasis is on how individuals experience the world (Moustakas, 1994). I decided to opt for this method after realizing that it emphasizes idiosyncratic meaning and lived experiences of individuals about the phenomena in question. And because the phenomenon at hand in this study was the government ambivalence on the language of instruction policy in Tanzania, the strategy was accurate and relevant. However the initial analysis of data began during my first day of data collection in the field, Tanzania.

Since the main objective in the study was to elicit views, through the phenomenological approach, I was able to judge individuals' lived experience within the phenomenon of LOI policy in Tanzania. In the process of analysis, interpretation and discussion of data, I made use of five phases posited by Hycner (1999). These include bracketing and phenomenological reduction; delineating units of meaning; clustering of units of meaning to form themes; summarizing each interview, validating it and where necessary modifying it; and extracting general and unique themes from all the interviews and making a composite summary, ready for reporting the research findings.

Bracketing and phenomenological reduction: This is the initial phase of analysis in which the phenomenological reduction refers to subjectivity in which it is a deliberate and purposeful opening by the researcher to the phenomenon in its own right with its own meaning (Fouche, 1993; Hycner, 1999). On the other hand, bracketing is described as a suspension or epoche in a sense that in its regard no position is taken either for or against by the researcher (Lauer, 1958; Moustakas, 1994; Creswell, 1998; Sadala & Adorno, 2001).

Delineating units of meaning: This is a second and critical phase of explicating the data, in that all statements seen to illuminate the researched phenomenon are extracted or isolated. The researcher is required to make a substantial amount of judgments while consciously

bracketing her/his own presuppositions in order to avoid inappropriate subjective judgments (Holloway, 1997; Creswell, 1998; Hycner, 1999).

The list of units of relevant meaning I extracted and analyzed from each interview was carefully scrutinized, and the clearly redundant units were eliminated for the next stage.

Clustering of units of meaning to form themes: This is a third phase for phenomenological analysis of data, at which, with the list of non-redundant units of meaning in hand the researcher must again bracket her/his presuppositions in order to remain true to the phenomenon. By rigorously examining the list of units of meaning the researcher tries to elicit the essence of meaning of units within the holistic context (Hycner, 1999). Clusters of themes are typically formed by grouping units of meaning together (King, 1994; Moustakas, 1994; Creswell, 1998).

Summarize each interview, validate and modify: This is a fourth phase where a summary that incorporates all the themes elicited from the data gives a holistic context describing a researched phenomenon. Ellenberger, cited in Hycner (1999:153-154) contends that:

Whatever the method used for a phenomenological analysis the aim of the investigator is the reconstruction of the inner world of experience of the subject. Each individual has his own way of experiencing temporality, spatiality, materiality, but each of these coordinates must be understood in relation to the others and to the total inner world.

General and unique themes for all the interviews and composite summary: This is a last phase in which once the process outlined above has been done for all interviews, the researcher looks for the themes common to most or all of the interviews as well as the individual variations. Hycner (1999) cautions that care must be taken not to cluster common themes if significant differences exist. The unique or minority voices are important counterpoints to bring out regarding the phenomenon researched. Thus, by following carefully the instructions in this stage, I succeeded to extract and analyze ten general themes from all twenty interviews and interviewees (see section 5.3 ahead). Then the researcher concludes the analysis and interpretation by writing a composite summary, which must reflect the context or horizon from which the themes emerged (Moustakas, 1994; Hycner, 1999). This will be noted in section 6.1 of the concluding chapter of this thesis.

Before presentation of the phenomenological data analysis and interpretation, let us first have a look at the brief description of general characteristics of the research participants I used in this study in the next section.

5.2 CHARACTERISTICS OF RESEARCH PARTICIPANTS

Analysis of characteristics of research participants was taken from the gathered information. As already explained in chapter four (see section 4.5), the background information of the respondents is given because it is considered necessary to describe the target group involved in the interview. It is also of great importance to later use for conceptualization, bracketing and delineation of meaning from the respondents answers (Bryman, 2001).

Basing on the first part of the interview guides from which the background information for every interviewee was analysed, a total of twenty participants were interviewed and used in the analysis of the data. All the participants were categorized in four groups: policy makers, university academicians and or researchers, international donors and the general public. The following table shows general characteristics of each respondent in every category.

Table 3: Representation of Respondents by Category, Gender, Academic Qualifications and Working Experience.

CATEGORY	GENDER			ACADEMIC QUALIFICATIONS		WORKING EXPERIENCE		%
	Females	Males	Total	Diploma	Graduates	<10yrs	>10yrs	
GPM	3	5	8	-	8	2	6	40%
IDT	2	1	3	-	3	1	2	15%
UAR	3	2	5	-	5	-	5	25%
GP	2	2	4	3	1	-	4	20%
Total	10	10	20	3	17	3	17	
%	50%	50%	100%	15%	85%	15%	85%	100%

Note: GPM – Government policy makers; IDT – International donors to Tanzania; UAR – University academicians & researchers; GP – The general public representation.

Having seen the general characteristics of the research participants involved in the study, let us have a look at the ten phenomenological themes which I extracted and analysed from all interviews in the next section.

5.3 MAJOR THEMES EXTRACTED AND ANALYSED FROM INTERVIEWS

A total of twenty interviews from eight policy makers, three international donors to Tanzania, five University academicians/researchers and four retired secondary school teachers (representing the general public) were analyzed. Guided by the phenomenological theory of analysis on the one hand, and research questions and interview guides on the other, I first dealt with bracketing and phenomenological reduction²⁵. This was done to set aside all prejudgements and preconceptions and develop universal structures based on what people (respondents) experience and it was also to get common statements or horizontalization from all interviews and memos.

With the use of the interview guides, I transformed the common statements and delineated them into units of meaning. I then analyzed and clustered these units of meaning to form phenomenological concepts or themes basing on the research questions and the major purpose of the study. Finally, these transformations of themes were tied together and summarised to make a composite description of why the language of instruction policy in Tanzania has been ambivalent over the last forty years.

The following subsections present general phenomenological themes that I extracted and analyzed from all interviews and memos.

5.3.1 Unclear Education Policy on LOI since Independence

There were eight of the respondents (40%) who by themselves took up the point that the education policy on language of instruction in Tanzania has been unclear since the political independence of 1961. The logic of their claim was that since independence during the expansion of the education sector in both primary and secondary levels two languages at the same time were proposed and put in place as LOI. These were Kiswahili and English. One respondent from the government policy-makers group disclosed:

²⁵ Refer to Creswell (1998:52) and Hycner (1999:161) for more details of 'bracketing and phenomenological reduction' in phenomenological analysis of data.

Kwa kuwa wakweli, sera ya elimu kuhusu lugha ya kufundishia Tanzania ilikuwa na matatizo tangu enzi za Rais wa kwanza Mwalimu JK Nyerere. Badala ya kuteua Kiswahili kutumika shule za msingi na Kiingereza shule za sekondari na kuendelea, serikali ingeamua tangu wakati ule kitumike ama Kiswahili au Kiingereza kuanzia chini mpaka juu kuliko kuwachanganya watoto kwa lugha zote mbili.

The author's translation:

To be frank, the educational policy on language of instruction in Tanzania had problems since the first president's reign, Mwalimu JK Nyerere. Instead of officiating Kiswahili to be a language of instruction in primary schools and English in secondary and higher education, the government should have decided right from that time to officiate either Kiswahili or English as the LOI from primary level to the tertiary level, rather than baffling students with both languages.

According to these respondents, the employment of Kiswahili and English running simultaneously in Tanzanian education system had, and still has a remarkable effect in all levels of education from the 1960's to date. The government's ambivalence to decide which language of the two should be promoted as a sole medium of instruction from primary education to secondary and higher education is a result of this unclear education policy on language of instruction since then.

5.3.2 Rampant National Poverty in Tanzania

The poor economic strength of the government was another major theme pinpointed by many research participants. Twelve respondents which were about 60% of all interviews said that the language of instruction policy in Tanzania has been blocked from taking its course in 1970's to-date due to the drastic poverty of the country. The main subjects who dwelt on this theme were the government policy makers. As one of the interviewees noted:

Baada ya uhuru wetu wa 1961, Rais wa kwanza wa nchi yetu Mwalimu JK Nyerere alikitangaza rasmi Kiswahili kuwa lugha ya Taifa. Na juhudi zake zikaendelea pale alipoamua kitumike bungeni na baadaye shule za msingi. Lakini serikali ilipopitisha kitumike kama lugha ya kufundishia elimu ya sekondari na kuendelea, umasikini wa nchi yetu ulitukwamisha mpaka leo!

The author's translation:

Soon after our political independence of 1961, the first president of our country, Mwalimu JK Nyerere, officially declared Kiswahili the national language. His efforts seriously went on when he promoted it to be the

official language in the parliament and later in primary schools. But when the government later decided it to be used as a language of instruction in post-primary education levels, the implementation was retarded by our national poverty to date!

One respondent from the curriculum development unit (Tanzania Institute of Education) commented that however the good intentions of the government on LOI policy were, the economic disaster of our country has been the last straw on the horse's back. By phenomenological bracketing, I realized that this respondent (including many others from the 60%) had a general conception that the raging poverty of Tanzania (especially economically) was and still is a far-reaching barrier toward implementation of the government policies specifically the LOI policy of 1998 (Sera ya Utamaduni) which emphasizes the use of Kiswahili (the national language) from the primary education level to the tertiary and university education levels.

In the interview session through a telephone, one policy-maker respondent from the Ministry of Education Zanzibar had some questions to query as follows:

Hata kama una sera nzuri kiasi gani, kama utekelezaji wake unahitaji mamilioni ya ngawira, utafanya nini ilihali wewe ni masikini? Tanzania tangu nyuma, siyo siri, tunataka Kiswahili kiwe ndiyo lugha ya kutolea elimu mashuleni mpaka vyuo vikuu, lakini ngawira kwa mabilioni ya shilingi kwa ajili ya kurekabisha mitaala ya ufundishaji pamoja na kufasiri vitabu vya kiada vya masomo yote ya sekondari na elimu ya juu, serikali zetu zitayatoa wapi? Hebu tusaidie wewe kama mtafiti, tungefanyaje zaidi ya kuikalia sera mpaka siku wakubwa watakapocheka huko Ulaya na Marekani? Kitu ambacho siyo rahisi kukiua Kiingereza chao waruhusu Kiswahili chetu!

The author's translation:

No matter how accurate and relevant the government policies you may have, if their implementation needs millions of money, what will you do when you are economically depressed? It is no secret that Tanzania already from long back has been planning to use Kiswahili as a language of instruction in all schooling up to university level, but where should we have gotten billions of shillings for transforming our curricula for teaching and training, and also for translating text-books of all subjects for secondary and higher education levels? Help us you as a researcher, can you please tell us how we would have done to solve this if not rather putting the policy pending and await the favour from well-off nations of Europe and USA? Certainly such a favour is impossible since it would mean to replace their English with our Kiswahili!

The above respondent is still emphasizing the poor financial ability of the government, and that the act to implement some educational policies such as that of the national language (NL) to be the LOI from primary education up to the tertiary and university level in Tanzania was, and still is doomed to failure.

5.3.3 Lack of Deliberate Political Will and Government Commitment towards a LOI-Policy

This theme was very common to most of university academicians/researchers, retired secondary school teachers and some of the international donors. Of all interviewees, 75% blamed politicians as the impediment against implementation of the new LOI policy in the 1970's up-to-date. The 'new' LOI policy at the time was the promotion of the national language (Kiswahili in this regard) to be used as the medium of instruction from primary education level to the secondary level, and later, to the tertiary and university level. They said that in the implementation of some government policies, including that of Kiswahili to be a medium of instruction in post-primary education, there have been neither deliberate political will nor government commitment towards affecting the policies in action.

To the great surprise, one of the policy makers attested the following:

Mnamo mwaka 1969/70 serikali yetu ilikuwa imepitisha kuanza kufundisha Elimu ya Siasa kwa Kiswahili katika shule za sekondari; na mwaka 1971 masomo ya Historia, Jiografia, Hisabati, Kilimo na Sayasi-Kimu nayo yaanze kufundishwa kwa Kiswahili. Angalia! Kilicho faulu ni Elimu ya Siasa tu ndiyo iliyofundishwa kwa Kiswahili, lakini uamuzi wa mwaka 1971 kwa masomo hayo matano haukutekelezwa kutokana na baadhi ya wanasiasa kutolivalia njuga suala hilo.

The author's translation:

In 1969/70 our government had proposed to teach using Kiswahili as a Language of Instruction in secondary schools by beginning with Political Education; and then History, Geography, Mathematics, Agriculture and Domestic Science in 1971. Unexpectedly! It is the 'Political Education' subject that was successfully taught in Kiswahili, but the same decision of 1971 for the rest five subjects was not effected because some politicians were neither willing nor committed to the issue.

The above respondent still shows that lack of both deliberate political will and government commitment has been prevalent in Tanzania for years. The historical information given

above was also emphasized by one respondent from the Curriculum Development Unit²⁶ when he had this to view:

Mwaka 1974 Taasisi ya Elimu iliendeleza nia ya serikali kwa kupendekeza kuwa kuanzia mwaka 1977 masomo yote katika shule za sekondari yafundishwe kwa lugha ya taifa, Kiswahili; lakini mpaka sasa hakuna lililofanyika!

The author's translation:

Supporting the government intention, in 1974 the Institute of Education (TIE) proposed that all the subjects in secondary schools should be taught through the national language (Kiswahili) from 1977; but until today the government has taken no action!

Generally, under this theme the respondents seemed to blame the political leaders of the government as the hindrance in the effort to implement the LOI policy which has remained so dualistic and ambivalent for over forty years since independence.

5.3.4 Negative Attitude from the General Public towards Using the NL as a LOI

Thirteen respondents (about 65% of research participants) commented that for quite a long time there has been a negative attitude from the general public towards using the National Language, Kiswahili, as the language of instruction in post-primary education levels in Tanzania. Most speaking on this theme were policy makers and some university academicians/researchers.

In one of the interview sessions one of the policy makers had this to air:

Tangu miaka ya 1970 na 80 nia ya serikali kutumia Kiswahili kama sera ya elimu ya lugha ya kufundishia tangu elimu ya msingi hadi elimu ya sekondari na hatimae elimu ya Chuo Kikuu ilikuwepo. Hata hivyo serikali ni watu, na ni chombo cha wananchi na nchi yao, na kama chombo cha watu, imekuwa ikisita kutekeleza sera hiyo ya lugha ya kufundishia kwa sababu wananchi walio wengi hawakupenda kabisa Kiswahili kitumike kama lugha ya kufundishia sekondari na elimu ya juu. Watu wengi walionekana kupendelea kuona Kiingereza kinatumika Kufundishia viwango hivyo.

²⁶ The Curriculum Development Unit has currently been transformed to Tanzania Institute of Education (TIE). As a workforce of the MoEVT, its major function is to design and develop the national curriculum of education according to the formulated education policies ready for implementation and evaluation in the formal educational settings.

The author's translation:

The government intention to use Kiswahili as a LOI policy from primary education to secondary and higher education had been proposed since the 1970's and 80's. But, because the government involves people and it functions for the good of people in their country, it has been hesitant and certainly ambivalent to implement the LOI policy as most Tanzanians had, and still have, negative attitude toward using Kiswahili as a LOI in secondary and higher educational levels. The great many prefer English as the language of instruction at the two levels.

According to this respondent it meant that because the Tanzanian government always works for the Tanzanians, there was no need to implement the policy, as by so doing would mean to go against the will and preference of its people. In addition to this respondent, another interviewee from the University of Dar es Salaam insisted that the tendency of Tanzanian parents to send their children to Uganda primary and secondary schools (regardless of higher rates of school fees) since 1990's is an indication illustrating negative attitudes of the general public in Tanzania towards using Kiswahili as the language of instruction.

5.3.5 Cultural Imperialism in Tanzania

The cultural imperialism was another phenomenological theme mentioned by many research participants in various sessions of interviews. Ten respondents (about 50% of the participants) claimed that the domination of western culture on Tanzanian community during colonialism, and later neo-colonialism, has had a great impact on the Tanzanian government especially when it comes to a decision on the proper LOI policy in its educational system. The predominant impact, they remarked, was a legacy of linguisticism in which the colonized people internalized language and many of the attitudes of their masters, particularly their attitude to the dominant language and the dominated language (in this case English is the dominant and Kiswahili the dominated).

Illustrating this theme with examples, one respondent from the Open University of Tanzania noted:

Pamoja na serikali kupendekeza yenyewe Kiswahili kiwe lugha ya kufundishia tangu elimu ya msingi mpaka elimu ya juu miaka ya 1970 na 80, imeiwea vigumu mpaka leo kufanya utekelezaji wa sera hiyo kutokana na taathira hiyo ya ubeberu. Hata hivyo mambo mengi yamebadilika kwa sasa, sera hii inaweza kutekelezwa wakati wowote na kukitangaza

*Kiswahili kuwa lugha ya kutolea elimu tangu msingi hadi elimu ya juu.
Tusubiri tu!*

The author's translation:

Despite the fact that the government (itself) proposed Kiswahili to be a Language of Instruction in primary and post-primary education in the 1970's and 80's, it has ever since remained ambivalent to implement such a policy because of the impact of cultural imperialism. As currently many changes have taken place in the government; hopefully the implementation of this policy will be effected at any time from now, and Kiswahili declared to be a medium of instruction from primary education to the higher education. Let's just wait!

5.3.6 Lack of Support for LOI Policy from University Academics and Researchers

This theme was mentioned by almost all policy-makers who were 40% of the research participants. According to their general comment on the government ambivalence, they said that for a long time the government has been lacking deliberate support from the university academicians and researchers, particularly the Faculty of Education at University of Dar es Salaam. One of the government policy makers on the telephone interview had this to air:

Katika miaka ya 1980 serikali ilipopendekeza Kiswahili kiwe lugha ya kufundishia sekondari na baadaye vyuo vikuu, ikitarajia kuungwa mkono na wasomi wa Chuo Kikuu cha Dar es Salaam, ilivunjika moyo pale wasomi hao na hasa wa Kitivo cha Elimu walipopuuza na kukaa kimya!

The author's translation:

When the government in the 1980's proposed to use Kiswahili as a language of instruction in secondary and higher education it had hoped to get support from the academics at the University of Dar es Salaam. They were disappointed when the academics and particularly those at the Faculty of Education decided to keep silent on the language policy.

5.3.7 Confusion about the Best Way of Acquiring English Language in Tanzania

Another phenomenological theme that was observed by many respondents was a misconception between "language of instruction" and "language as a subject to learn". About 60% of respondents said that for a long time the majority of Tanzanians, influenced greatly by the impact of globalization processes, had been overwhelmed by a confusion when it comes to differentiating between English as a language of instruction and as a subject to

learn. One respondent, when answering referring to the general public and the government, noted:

Watanzania walio wengi na hata serikali yenyewe, kwa muda mrefu tumekuwa tukiamini kuwa Kiingereza kikitumika kama lugha ya kufundishia itawawea rahisi wanafunzi wote wa shule za sekondari na elimu ya juu kukiongea na kukiandika kwa ufasaha. Na hii ndiyo sababu hata serikali yenyewe imekuwa ikisuasua kupitisha na kutekeleza sera ya Lugha ya Taifa kuwa lugha ya kutolea elimu katika sekondari na elimu ya juu ingawa kusema kweli siyo wanafunzi wengi wanaoelewa vizuri masomo kwa Kiingereza.

The author's translation:

For a long time most Tanzanians and even the government itself had been holding the view that if English is used as a language of instruction in Tanzanian secondary and higher education, it would make it easier for students to speak and write proficiently in the English language. That is why the government has been hesitating to implement the LOI policy of using the national language (Kiswahili) instead of English (in secondary and higher education) in spite of the fact that most of the students do not grasp the content of the subjects through the English medium.

According to the respondents, this fallacy has been prevalent in the government and the public in general for years from independence to date.

5.3.8 Linguistic Inferiority Complex in the Tanzanian Context

The little confidence in the use of the national language (Kiswahili) as a LOI in Tanzanian education system has been mentioned by research participants, mostly the international donors and university academicians and researchers. When referring to her home country as a vivid example, one participant from the international donors group said that a tendency for most African states was to de-emphasize African languages in favour of European languages in their educational systems particularly languages of their former colonial masters. This has had a great impact to the LOI policies in African countries to date. "Tanzania for example has no reason for not using Kiswahili, the national language, as a LOI from primary education to the tertiary and university education!" she argued.

Likewise in one of the interview sessions at the Open University of Tanzania headquarters in Dar es Salaam, one intellectual plainly remarked:

Pamoja na kuwa Kiswahili ni lugha yetu ya taifa nchini, serikali inawezekana haijiamini na lugha yake ya Taifa; huenda ndiyo maana kwa muda mrefu imeshikilia Kiingereza kitumike sekondari na elimu ya juu iwapokuwa welewa wa wanafunzi ni tatizo sana.

The author's translation:

Despite the fact that Kiswahili is the national language in Tanzania, it is most probably that Tanzanian government has no trust in it; and that is possibly why for a long time English has been retained to be a LOI in secondary and higher education even though the students' perception of the subject matter is problematic.

From these respondents, the linguistic inferiority complex seemed to be evident. Most research participants who gave similar comments to the one above had a lot of examples to refer to especially from the international donors.

5.3.9 Divided Opinions on the LOI-Policy among the Education Stakeholders in Tanzania

The issue of contradictory opinions about the language of instruction policy in Tanzanian secondary schools and higher learning institutions was another view mentioned by some participants. One of the retired secondary school teachers (representing the general public) said that there have been divided opinions about the proposal to use either English or Kiswahili as a language of instruction from primary education level to the tertiary and university education in Tanzania for many years. According to this respondent, some politicians prefer English to Kiswahili while others prefer the vice versa; some university academicians and researchers prefer using English to Kiswahili, but others prefer the opposite; and even among the general public, some parents prefer English to Kiswahili, while the great many would like Kiswahili be used as a language of instruction from the primary education level to the tertiary and university levels of education.

Some research participants went as far as citing some donor agencies. They said that the donors such as United Kingdom, USA and Australia would like to see the recipient countries (like Tanzania) continue to favour and use English in all activities including the schooling system. On the contrary, some donor-countries such as Norway, Sweden, Denmark, Germany and Switzerland, to mention a few, would like to see the developing countries (especially African states) promoting their African languages as a medium of instruction in their educational system, and teach the European languages they inherited from their former

colonial masters as ‘foreign languages’ as subjects. And for Tanzania, therefore, they would like to see Kiswahili which is the national language, be promoted and used as the language of instruction throughout its education system so as to ensure effective teaching/learning process in secondary schools and higher learning institutions.

According to these interviewees, such divided opinions and preferences on the LOI policy among the Tanzanians have been in tension since the 1970’s.

5.3.10 The Donor-Influence on the LOI-Policy in Tanzania

Five (25%) of all the research participants said that the language of instruction policy in Tanzania has also been influenced by a number of international donors. One respondent from the Ministry of Education and Vocational Training in one of the interview sessions had this to cite:

Wafadhili wetu wanaotumia lugha ya Kiingereza kama Uingereza na Marekani wakati mwingi wamekuwa wakionekana kutofurahia wanapasikia nia yetu ya kuamua Kiswahili kitumike kufundishia elimu ya sekondari na elimu ya juu hapa nchini. Hata hivyo kwa kuwa kubadilisha Kiingereza na kufundisha kwa Kiswahili itagharimu mabilioni ya fedha, inakuwa vigumu kwa serikali yetu kuchukua uamuzi bila kuwa na uhakika wa wafadhili; ukizingatia kuwa nchi kama Uingereza na Marekani wamekuwa wakitufadhili sana vitabu na vifaa mbalimbali vya elimu.

The author’s translation:

Our donors who use English language such as UK and US have very often seemed displeased when they hear about our intention to switch to Kiswahili as a LOI in secondary and higher education levels. However, since changing the language of instruction from English to Kiswahili would cost the country billions of money, it has been difficult for our government to effect such a change without assurance from the donors; following the fact that UK and USA are the countries which have been donating us a lot of educational books and audio-visual equipment.

According to the respondents’ views on this theme, the government’s decision to use the national language (Kiswahili) as the LOI throughout the education system in Tanzania has, for a long time, been influenced by its relations with some of its donor-countries.

5.4 INTERPRETATION AND DISCUSSION OF MAJOR RESEARCH FINDINGS

As I have presented in the foregoing section (5.3), the research participants seemed to have more or less similar views and reasons pertaining to the main objective of the study. Since the major purpose of this study was to elicit views and opinions as to why the language of instruction policy in Tanzania has remained so ambivalent and dualistic over the last forty years, everyone was aware and enthusiastic to answer and air out her or his views about the phenomena. The language in education policy in Tanzania for secondary schools and higher learning institutions is a hot and burning issue which has currently been controversial among the politicians, academics, teachers, students, the general public, and even the NGO's including some of the international donors to Tanzania.

Efforts were made to avoid unnecessary repetition of interpretations and discussions of themes as most interviewees had more or less similar views and opinions when responding to the interview questions. Nevertheless, I have interpreted and discussed all phenomenological themes in accordance with answers received from the four categories of research participants. The four categories were the government policy makers; the University academicians and researchers; the international donors (to Tanzania); and the general public, as seen in the following subsections.

5.4.1 Government Policy-Makers' Views – why such ambivalence?

The government policy makers made up 40% of all research participants in this study (see Table 3). They sometimes differed in views and opinions when it came to responding to the interview questions. Some were implicit and spoke for the government while others were explicit and spoke transparently and revealed the facts.

Responding to the question why the Tanzanian government has been faltering to use the National Language (NL) as a medium of instruction in secondary and higher education over the last forty years now, six government policy makers out of the eight interviewed were of the opinion that Tanzania has been economically poor for years since independence due to slavery and the slave trade, imperialism and colonialism, and now neo-colonialism and globalisation. They argued that switching to the use of the National Language as a medium

of instruction in the post-primary education costs billions of Tanzanian shillings when it comes to translation of all relevant textbooks and transformation of teaching curriculum in secondary and higher education levels. I have presented two quotations for this view in section 5.3.2 produced by two officials, one each from the Ministry of Education (Zanzibar) and the Ministry of Education and Vocational Training (Tanzania Mainland).

As I explained in chapter two of this study from the literature review, in principle, the government policy makers agreed that the language of instruction policy that proposed the National Language (Kiswahili) to be used as a medium of instruction from primary education to post-primary education levels has been there since 1970's and 1980's, but according to them, the poor economic strength had been a far-reaching barrier to fulfil it. This view reminded me of one of the lectures presented by Professor Birgit Brock-Utne, at University of Oslo (Norway) during my studentship. She once said that: "Emphasizing the use of African languages as medium of instruction in African schooling system may be costly, but for sure, it is 'much more costly' to continue using a language of instruction that proves to be a barrier to knowledge for the millions of African children" (She was hereby referring to the continued use of former colonial languages in African education system).

Such outlook was also remarked by Qorro (2005) and that it is a high time now for African governments, particularly the policy-makers to review and reform the language of instruction policy that will unblock the impediments to most of African children in the whole process of teaching and learning to all levels of education including Tanzania.

Another policy-makers' view was that since 1970's and 80's, there has been a negative attitude from the general public towards using the National Language (NL) as a medium of education in secondary schools and higher learning institutions in Tanzania (see section 5.3.4). They argued that since the Tanzanian government has been working for the Tanzanians, there was no need to take up the decision which they considered to go against the will and preference of the mass.

This argument was possibly viable at the time, but not so at this time. In chapter three of this study I have explained about the Linguistic Human Rights Theory as one of the theories that guided this study. Hemel (1997) shows that the Linguistic Human Rights Theory puts forward the rights of individuals to learn their mother tongue, to enjoy education through the medium of that language and to use it in socially significant official contexts. Following this

principle of the LHRs Theory, it is the right time now for the government to take up all the possible measures to sensitise the general public the need and importance of switching to the National Language, Kiswahili, as the medium of instruction in secondary and higher education in Tanzania so that the majority of Tanzanians can revert to the positive attitude towards the use of Kiswahili medium in post-primary education.

In her study, Mkwizu (2005:202) discovers positive attitudes towards the use of Kiswahili medium in post-primary education and explains it as a new development in Tanzania when she says: “Many interviewees expressed positive attitudes towards the use of Kiswahili in teaching Civics”. This is opposed to the previous studies (Mlama and Materu, 1978; Roy-Campbell and Qorro, 1997) which indicated that the teachers insisted on the use of English despite its failure as medium of instruction.

Lack of support for the language of instruction policy was also mentioned by some of the policy makers (see section 5.3.6) as one of the reasons why the Tanzanian government has been ambivalent in its LOI policy particularly in post-primary education levels over the last forty years. Their argument was grounded on the fact that when the government in the 1980’s proposed to use the National Language (Kiswahili) as a medium of instruction in post-primary education levels, it had hoped to get support from the academicians and researchers at the University of Dar es Salaam (UDSM), but they were disappointed when the academicians and particularly those at the Faculty of Education decided to keep silent on the language policy.

In a way, the argument to switch to the use of Kiswahili as the language of instruction was strong at that time when there were no many studies conducted concerning the situation of the language of instruction in Tanzanian secondary and higher education. Many studies, mostly done by academicians and researchers from the University of Dar es Salaam and some researchers elsewhere, about the pedagogical implications of using English (a foreign language spoken by hardly 5% of Tanzanians) as a LOI in secondary and higher education have shown that the need to switch from English to the National Language is strong. Studies of Mlama and Matteru (1978), Senkoro (2004); Vuzo (2002; 2004), Kiango (2004), Mekacha (1997), Galabawa (2005), Lwaitama and Gabalawa (2005), Qorro (2005), Mwinshekhe (2002), Brock-Utne (2003, 2004, 2005), to mention but a few, have shown the English medium to be an obstruction in the whole process of teaching and learning in secondary

schools and higher learning institutions. And continuing to use English as a LOI in post-primary education will definitely mean to perpetuate the national cultural, scientific and technological dependence on the developed countries.

When responding to the question whether there have been some donors favouring the continued use of English as the medium of instruction in Tanzanian secondary and higher education, four policy-makers out of the eight interviewed definitely held the view that the donor-countries that use English (notably UK and US) have been favouring the continued use of English as the medium of instruction in the post-primary education levels (see section 5.3.10).

From the direct speech I quoted in section 5.3.10 of this chapter, one Ministerial official (from MoEVT) argued that the donor-countries particularly UK and US have been donating to the government various educational books (of course English-books) and equipment and that these countries have very often seemed little pleased to hear about the government's intention to switch from English to the National Language as the MOI in post-primary levels of education. And therefore the implied, what was here, was not to take up the switch so that we should not displease our donors!

This observation reminded me of one *educational workshop* I once attended as a *Zonal Inspector of schools* (Eastern Zone). The workshop was held in June 2005 at Nkrumah Teachers College, Zanzibar. It was funded by the American embassy in collaboration with the MoEC (Tanzania Mainland) and MOE (Zanzibar). Its main objective was to improve the teaching of English language in secondary schools and to briefly review its use as a LOI in Tanzania. Its heading was "Sailing to the English language". The workshop participants were Ministerial officials (English language specialists) from both Ministries of Education, Zonal Inspectors of schools (specialists of Languages) from all eight zones in Tanzania, Heads of the secondary schools located in the Eastern Zone and the American facilitators from the US embassy. On the last day of the workshop, each participant was paid a very good sitting allowance and awarded a nice certificate of attendance (see Appendix E).

I have elsewhere in chapter two of this study quoted Kiango (2005:296) who asserts that: "To plan is to choose, and for any decision that is made, there is a need to be able to predict how it will affect our countries in future". Sticking to this logic, therefore, the Tanzanian

government should plan to choose the LOI based on whose language; is chosen for whose benefit; and in whose interest; instead of remaining ambivalent.

The government's key mission of delivering education should be to furnish students with content knowledge that will lay the basis for cultural, scientific and technological innovation. And this seems likely only to be achieved if the government switches from English (the FL) to Kiswahili (the NL) as a medium of instruction in post-primary levels of education. Likewise, the government should respect and adhere to its plans and decisions rather than fearing to displease its donors who mostly donate whatever aid with some concealed agenda.

5.4.2 University Academics and Researchers' Views – why such ambivalence?

As I have shown in Table 3 section 5.2, the University academicians and researchers who were interviewed made 25% of all research participants. Of all five, three were females and two males and all were graduates holding Doctoral degrees. Some of their answers and views were more or less similar to those given by the government policy makers. These included: the donor influence on the language of instruction policy; a negative attitude from the general public towards using the National Language as a medium of instruction in secondary and higher education; and the overwhelming national poverty which has been making the government fear to switch from English (FL) to Kiswahili (NL) as a LOI in post-primary education levels because to do so would cost the government billions of money.

However, in addition to the above views, they mentioned three more observations. Responding to the question why Tanzania over the last forty years has remained so ambivalent towards the language in education particularly in secondary and higher education, all five academicians (25% of all respondents) were of the opinion that since the government proposal to switch from English to Kiswahili as the medium of instruction in post-primary education during the 1970's and 80's, there have been no deliberate political will and full government commitment in the process to implement language in education policies. They further argued that in 1969/70 the government proposed to use the National Language (Kiswahili) as a MOI in secondary schools starting with 'Political Education', and then History, Geography, Mathematics, Agriculture and Domestic Science in 1971; but to the great surprise of many educationists and publishers, it was only Political Education (*Elimu ya Siasa*) that was taught in Kiswahili (the national language) while, due to lack of

both political will and full government commitment, the remaining five subjects continued to be taught in English medium.

As I have mentioned in the literature review many complaints from individuals seem to be made to the government policy makers and the political leaders for not having full commitment to the LOI policy; for having no real dedication to the LOI policy; and for having a general silent resistance against change or switch of LOI from English to Kiswahili fearing the massive cost (Vuzo, 2005).

Another view mentioned by University academicians and researchers as one of the reasons why the LOI policy in Tanzania has been ambivalent over the last forty years, particularly in the post-primary education levels, was the linguistic inferiority complex. Four academicians out of five interviewed were of the opinion that the Tanzanian government has possibly no trust in Kiswahili to be the language of instruction in secondary and higher education (see section 5.3.8). They further argued that if the government is aware of the fact that students in secondary schools and higher learning institutions meet a language barrier in their learning of subjects matter and content knowledge due to the English medium, why has it been quiet about the switch from English to Kiswahili as a LOI in post-primary education? They then ironically commented that it seems like to the government the National Language (Kiswahili) is inferior to English and thus it does not deserve to be a LOI.

To me, this view should be taken as a challenge to the government and the policy makers in general. If the University academicians who, in the past, were blamed by some policy makers for not supporting the LOI policy when it was proposed in the 1980's (see section 5.3.6), what is their reaction now? There seems clearly to be a change in the attitude of university people to the use of Kiswahili (NL) as a language of instruction in secondary and tertiary education. A workshop at the University of Dar es Salaam in December 2006 on the language issue attended by about 60 academics, concluded by a statement urging the government to prepare for a switch to Kiswahili as a language medium of instruction in post-primary education levels.

5.4.3 Views of the General Public - why such ambivalence?

The general public as I mentioned earlier was represented by four long experienced and retired secondary school teachers in Dar es Salaam. They made 20% of all research

participants. For their more general characteristics, refer to Table 3 of section 5.2 of this study.

The views from the general public representatives were more or less similar to those of the views of the University academicians and researchers. However, they had two additional observations. When responding to the question why the LOI policy in Tanzania has been so ambivalent over the last forty years particularly in post-primary education levels, they began by a complaint against Government politicians and University academicians in the country. All four secondary retired teachers were of the opinion that the resistance against using the National Language (Kiswahili) as a LOI in Tanzania secondary and higher education for quite a long time, had to do with the divided opinions on the issue between different education stakeholders (see section 5.3.9).

They further noted that there have been divided opinions within government policy-makers, university academicians, primary and secondary schools teachers, the parents and among students. According to this group of respondents, some politicians prefer English to continue to be the medium of instruction in post-primary levels of education while others prefer the National Language instead. Some University academicians and researchers have preferred English to Kiswahili (see Kadeghe-, 2003), while others prefer the switch from English to the National Language as the LOI throughout education system in Tanzania (see Qorro, 1999; 2004; 2005; Mlama and Materu, 1977). Some parents would like to see Kiswahili replacing English as a LOI in post-primary education while others like to see English continue to be the LOI; and so for some teachers and students of secondary and higher education. Studies by Malekela (2005), Senkoro (2005), Galabawa and Lwaitama (2005) and Qorro (2005) as extracted and analysed in chapter two of this study support the above argumentations.

I have in chapter two mentioned Rubagumya's work of 1999. In his study, he argues that it seems the choice of language medium of instruction in secondary schools in the country is based on political rather than pedagogical factors. Despite the numerous studies which confirmed that English is no more viable as a language of instruction in Tanzanian post-primary levels of education, the government was and still has remained timid to act.

Likewise in my theoretical framework chapter, I have expressed Nyerere's outlook on Education for Self-Reliance (ESR-Theory) in Tanzania. Nyerere (1968) argues that

education in the country had to endeavour to prepare young people who are armed with right tools to combat the key three enemies namely poverty, ignorance and diseases. In the Tanzanian context, we need to question ourselves as to how these key enemies, which have been sternly eroding our country over the last forty years, will be combated and alleviated if our students in secondary schools and higher learning institutions are completing their schooling with crude and blunt weapons because of poor mastery of subject-matter and content-knowledge. And this, as I explained in the literature review chapter, has been caused by the language policy of using the FL as a MOI that for so long has proved to be an impediment in the whole process of learning and teaching (Rubagumya, 1997; Mlama and Materu, 1977; Qorro, 1999, 2004, 2005; Brock-Utne, 2000, 2005, 2006; Vuzo, 2002, 2004, 2005; Galabawa, 2003; Galabawa and Lwaitama, 2004, 2005; Malekela, 2005; Mwinsheikhe, 2002; Puja, 2003; Mkwizu, 2002; Galabawa and Senkoro, 2006; just to mention a few).

Another additional observation viewed by the general public through the four long experienced and retired secondary school teachers was the opinion that for a long time there has been confusion about the best way to acquire the English language among Tanzanians including the government itself (see section 5.3.7). From the direct speech I have quoted in the section mentioned above, it is evident that for years now a great many Tanzanians had a misconception between “Language as a medium of instruction” and “Language as a subject to learn”. To many, including the government itself, they have been holding the view that if English is used as a medium of instruction in secondary schools and higher learning institutions, it makes it easier for students to speak and write proficiently in the English language; and, that is why the government has been reluctant to effect a switch from the FL (English medium) to the NL (Kiswahili medium) despite the evidence that English has ceased to be a viable MOI in post-primary education levels according to Mlama and Materu (1978), Criper and Dodd (1984), Rubagumya (1990; 1999), Roy-Campbell & Qorro(1997), Brock-Utne (2000; 2003; 2005; 2006), Mwinsheikhe (2002) and Mkwizu (2003) to mention but a few studies.

In the last years many studies have been undertaken which show clearly the difference between using a language as a medium of instruction and using it as a subject to learn (Qorro, 2005; Brock-Utne, 2001, 2003, 2005; Senkoro, 2005; Malekela, 2003, 2005; Mkwizu, 2005).

5.4.4 *International Donors' Views*

The interviewed representatives for international donors to Tanzania were three in total and made 15% of all research participants in this study (see Table 3 of section 5.2). These respondents sometimes differed in views and opinions during the interview sessions. I realised that their difference in views and opinions was largely dependent on historical relations between Tanzania and their countries of origin. When for instance, responding to the interview question related to the 'donor-influence' on the language of instruction policy in Tanzania especially at the post-primary levels of education, two donors from the three interviewed were of the opinion that for a long span of time since independence of most African countries, there has been a tendency for most African governments to de-emphasize African languages in favour of European languages in their educational systems and continue to use the languages of their former colonial masters. Tanzania had also fallen in this trend since her independence of 1961, and its impact has been a linguistic inferiority complex of which the Tanzanian majority including their government have been considering the English language to be more superior and dominant at post-primary education levels than Kiswahili, their National Language.

Considering a quotation I have noted in section 5.3.8 spoken by one of these two donors, both from the Nordic non-English speaking countries, no doubt one realizes how some of our donors sympathize and sometimes are unhappy for our countries to use foreign languages as medium of education in our schooling systems abandoning down our African languages, for example Kiswahili which is the National Language in Tanzania.

On the contrary however, one donor from an English-speaking country out of the three interviewed had a completely different view. He was of the opinion that since Tanzania and other developing countries were, and still remain a part of global community, there has been a need to raise proficiency in the foreign international languages throughout their educational systems. They cannot detach or isolate themselves from the global changes in scientific and technological developments. And that the donor-influence on the language-in-education policies in the most African states has been nothing but academic and professional enrichment in the recipient countries. This donor seems to confuse learning a language and having a certain language as a medium of learning. Proficiency in English is better raised by learning English than by having it as a language of instruction.

From these respondents' views, it seems true that there has been some direct or indirect donor-influence on the LOI policy in most of the African countries including Tanzania since Africa's independence. While donor-countries such as Norway, Sweden, Denmark, Germany and others adhere to the principle of Linguistic Human Rights Theory that children have the right to use their MT (Kiswahili for Tanzania) in education, administration and expression of their national culture (see chapter 3), the English-speaking donor-countries such as UK, USA, Australia and others would like to see their earlier colonies (like Tanzania) continue to favour and use the English language in all activities including the schooling system.

Two donors from the Nordic countries (10% of all research participants), like University academicians, also blamed African politicians for their general lack of deliberate political will and full government commitment towards implementing LOI policy in Tanzania that favours the National Language (Kiswahili) to be a medium of instruction in secondary and higher education. This view complies with one of the challenges facing the implementation of "Sera ya Utamaduni" noted in Vuzo (2005:76). The two international donors also noted Tanzania's confusion about the best way of acquiring the English language. One of their suggestions was to sensitise the general public about the difference between "language as a medium of instruction" and "language as a subject to learn", and that the mass of Tanzanians should beware that if English is taught deliberately as a foreign language and not used as a language of instruction, it will be more successfully acquired by secondary and university students than it has been for the last years. Qorro (2005:116-120) is also of the same opinions²⁷.

5.5 SUMMATION

By summing up, so far, in this chapter I have described the whole process of analysis, interpretation and discussion of themes or major research findings within a phenomenological approach of qualitative research. The chapter has presented data and analysed them. The phenomenological strategy has been my choice and through its five phases I have covered the whole process of data analysis and interpretation on the one hand,

²⁷ Refer to Qorro (2005:116-120) in her study: *Parents' views on the Medium of instruction in post-primary education in Tanzania* for the same outlook in detail.

and discussion of the extracted and analysed phenomenological themes on the other. The section on data analysis strategy was followed by a brief description of characteristics of research participants. In this section, a table was used to display all characteristics of the respondents.

Next, followed the major themes that I extracted and analysed from all twenty interviews and memos I noted en-route. In this section, I have extracted and analysed ten major phenomenological themes. Then, this was followed by interpretation and discussion of all analysed themes. The interpretation and discussion of themes (research findings) in this section have been done based on the categories drawn from the research participants' views and opinions. In discussing the themes, I have presented four categories of participants' views: the government policy makers' views, the university academicians and researchers' views, views of the general public and the international donors' views. A composite summary of themes or research findings, which is a final phase of phenomenological strategy for data analysis and interpretation, has been reallocated in section 6.2 under 'Summary of Research Findings' in the following chapter which is the concluding chapter of this research study.

CHAPTER SIX: SUMMARY, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.0 INTRODUCTION

It is an indisputable fact that in the postcolonial situation, the linguistic hierarchy built into the colonial situation led to knowledge of the conquerors' language becoming a vital component of the 'cultural capital' of the neo-colonial elite... the only question we need to pose here is the extent to which these elites cynically deny the realisation that for the overwhelming majority of 'their' people, the type of proficiency in the relevant European, or world, language that would empower them is actually unattainable under present conditions. (Alexander 2000:11)

This study has shown that there are a number of reasons and facts that, over the last forty years, have attributed to the *language of instruction policy* ambivalence in Tanzania and specifically at the post-primary levels of education. Different views and opinions as to why the LOI policy in Tanzania has been so ambivalent were elicited from different research participants including the government policy makers, university academics and researchers, international donors to Tanzania and the general public. In the study, I used mainly face to face interviews, telephone interviews, documentation analysis and library survey in the process of data collection. A phenomenological strategy within the qualitative approach was employed as a guide to data analysis and interpretation as well as discussion of the research findings. Basically, the study was guided by three theories notably Education for Self-Reliance (ESR), Linguistic Human Rights (LHRs) and Qualification Analysis (QA).

This chapter, which is the last, consists of three main sections. Section one offers a composite summary of research findings which were discussed in the foregoing chapter (see section 5.4). This composite summary is followed by recommendations to both the government and the stakeholders of education in Tanzania. All the recommendations in this section are in connection with major research findings, a major research question and the main purpose of the study. Suggestions for further research are all given in section three.

6.1 A COMPOSITE SUMMARY OF MAJOR RESEARCH FINDINGS

As I noted in the last paragraph of the introduction to chapter five (see section 5.0), a composite summary of major findings has been reallocated here just for thesis consistency and congruity; or else according to the phenomenological approach (which guided data analysis and interpretation), it would have been allocated immediately after section 5.4 in the preceding chapter. However, before embarking on the composite summary which is the main objective of this section, I suggest to bear in mind the prologue that I have pasted in the introduction to this chapter so that we can easily comprehend the summary before going through the recommendations which is the section afterwards.

The major purpose of the study, was to elicit views and/or opinions from government policy makers, university academics and researchers, international donors (to Tanzania) and the general public as to why the LOI-policy in Tanzania has been so ambivalent over the last forty years, particularly at post primary levels of education. Regarding the accessibility of research participants from the target group, the study through purposeful sampling used eight government policy-makers (40% of all), five university academics/researchers (25%), three international donors to Tanzania (15%) and four representatives for the general public of Tanzanians (20%). There was a balance in sex-participation as the females made 50% and males, 50% as well. A total of seventeen (85% of all) participants had above ten-years working experience in the education field. Therefore the participants provided relevant and reliable information in accordance with the research questions. The study centred on the main research question: why has the Tanzanian government been so ambivalent to the use of Kiswahili as the language of instruction in post-primary education despite the fact that Kiswahili, the National Language, is spoken by almost 99% of Tanzanians compared with English which is a foreign language spoken by hardly 5% of the population?

According to the phenomenological data analysis and interpretation in section 5.3 and the whole corpus of discussion of major themes and research findings in section 5.4, both presented in chapter five, a trend of discussion of major research findings can be summarised in a composite manner as follows.

Responding to the controlling research questions in the field, all four groups (GPM, UAR, IDT & GP) had more or less similar views and opinions but varied slightly in perception and outlook of language as a medium of education and as a subject to learn (see section 5.3.7). There were ten major themes (findings) extracted from all twenty interviews and interviewees as I discussed them in the foregoing chapter (section 5.4).

First, it was observed that there has been unclear educational policy on LOI in Tanzania since political independence in 1961. Eight respondents (40% of all) supported their view that the employment of Kiswahili and English at the same time as languages of instruction in Tanzanian education system was among the reasons that have led to the government's ambivalence to decide which language of the two should be promoted as a sole medium of instruction from primary to university education. The second view was that there has been drastic poverty in Tanzania which blocked the government decision in 1970 to switch from English to Kiswahili medium in secondary schools. And that to implement some expensive education policies such as that of the national language to be the LOI throughout the education system in Tanzania was and still is doomed to failure due to the vicious circle of poverty. This view was advanced by 60% of all respondents, mainly government policy-makers, from both Tanzania mainland and Zanzibar.

Lack of both deliberate political will and full government commitment towards a language in education policy was another observation put forward by 75% of all interviewees. Mostly the government politicians were reported as the impediment against implementation of the switch from English medium. Citing the government document of 1969/70 in which it was proposed to use Kiswahili as the MOI in secondary schools beginning with Political Education, and then History, Geography, Mathematics, Agriculture and Domestic Science in 1971, they said it was only Political Education '*Elimu ya Siasa*' that was taught in Kiswahili. The same decision for the rest five subjects

was not effected because of unwilling politicians. See section 5.3.3 for the direct speech from the respondents about their complaints against politicians.

The fourth observation was that there has been a negative attitude from the general public of Tanzanians towards using the National Language as the medium of instruction in post-primary education since the early proposals of 1970's came in place. This view was advanced by 65% of all respondents. Another observation given was cultural imperialism due to the globalisation processes. 50% of all research participants remarked about a legacy of linguicism in which the colonised people internalised colonial languages and many of the attitudes of their colonial masters, especially a bad tendency to elevate the foreign languages and dishonour their mother-tongues. See section 5.3.5 for this observation in detail.

Apart from the impact of cultural imperialism which, for so long, has led many African states (including Tanzania) to linguistic dependence, 40% of respondents (all the policy-makers) in their general comments on government ambivalence, said that the government has for a long time been lacking support from the university academics and researchers, particularly the Faculty of Education at UDSM. Another major observation viewed by about 60% of all participants was the existence of confusion among the Tanzanians about the best way of acquiring the English language. Referring to the general public and the government some respondents were of the opinion that for a long time back most Tanzanians and even the government had been holding the view that if English is used as a LOI in secondary schools and higher learning institutions, it makes it easier for students to speak and write proficiently in English. The government has been hesitating to implement the LOI policy that favours a switch to the National Language because of such a misconception.

The linguistic inferiority complex in Tanzania was another major phenomenological finding which was observed in the study. The research participants, mostly the international donors and university academics and researchers, said there has been a tendency for most African countries to de-emphasize African languages in favour of European languages in their education systems. And so was the case for Tanzania. As

such, there has been little confidence in the use of their native languages. Using Tanzania as a case in point, one of the international donors from the non-English speaking countries (Scandinavian) commented that Tanzania has no reason for not using its National Language, Kiswahili, as the medium of instruction in post-primary education.

Another observation which was given by mostly the representatives of the general public was the issue of contradictory opinions about the LOI-policy in Tanzanian post-primary education levels. It was observed that there have been some divided opinions on the LOI issue among the education stakeholders in Tanzania. While some preferred English to continue as a LOI in post-primary education, others preferred a switch to the use of Kiswahili for effective learning and teaching. Such divided and contradictory preferences were reported to be among politicians, university academics, researchers, teachers, students, parents and even among some donors to Tanzania, (see section 5.3.9). In the same connection it was also observed that such tension has been silently prevalent since the 1970's; and that this has been among the reasons that led Tanzania's ambivalence on its decision to switch to the NL as a LOI in post-primary education over the last four decades and a half.

The last observation advanced by participants was the donor-influence on the language of instruction policy in Tanzania. About 25% of all the participants said the LOI-policy in Tanzania has been influenced by a number of international donors particularly the donors from the English-speaking countries such as UK and US. It was observed that such countries have very often seemed little pleased when they hear about Tanzania's intention to switch to Kiswahili as a LOI at the post-primary education levels. And this was said to have been affecting Tanzania in the course of reforming its language-in-education policy for years. However, some donors particularly the non-English speaking countries such as Norway, Sweden, Denmark, Finland, Germany and Switzerland, to mention but a few, would like to see the developing countries (especially African states) promoting their African languages as a medium of instruction in their educational systems, and teach the European languages they inherited from their former colonial masters as foreign language subjects. And for Tanzania, therefore, they would like to see Kiswahili which is the national language, be promoted and

used as the medium of instruction all through its education system in order to ensure effective teaching/learning process in secondary schools and higher learning institutions.

6.2 RECOMMENDATIONS

As seen in the composite summary of the major research findings in the foregoing section, both the government and the general public of Tanzania, including all stakeholders of education in the country, need a sensitive and critical thinking in order to bring about change and development in the language-in-education policy. A language policy change in Tanzanian post-primary education (i.e. a switch from English to Kiswahili) will ensure that all behaviours addressed in the ESR and QA theories can effectively be attained through the basic principle put forward by the *Linguistic Human Rights* theory in which all children have the right to their mother-tongues/indigenous languages, to learn through them, and to use them in all socially significant official contexts (Hemel, 1997). For Tanzanian students, this would mean Kiswahili which is both their native and national language. It is definitely their right to use Kiswahili as the language of instruction from primary to university level.

The following are some of the recommendations I make to the government, the general public and all stakeholders of education in Tanzania including both the NGO's and the international donors (to Tanzania) for the prosperous future of education in Tanzania.

- ❖ Following the view that the government ambivalence on the LOI policy that favours the use of the National Language as a medium of instruction throughout the education system in Tanzania, it is high time now for the policy makers and government political leaders to adhere to the principle of the Linguistic Human Rights theory (LHRs). This means that Tanzanian children have the right to access knowledge, skills, and national culture and attitudes in Kiswahili, throughout their national education system. Connected to this, they should dedicate themselves and show deliberate will and full commitment to the government decisions that need immediate implementation such as the current issue of LOI in post-primary education in Tanzania. English on the other hand,

should be *deliberately* taught as a foreign language and *strictly* as a compulsory subject in all levels of education from primary to university education.

- ❖ Since contradictory and divided opinions between the stakeholders of education were among the reported observations that led Tanzania's ambivalence to the switch from English to Kiswahili medium in post-primary education, at present such contradictions and divided opinions should be intentionally ignored. And instead, the government and all education stakeholders in Tanzania should make use of the recommendations and opinions which are always given by educationists, researchers and other professionals on the need to switch to the National Language as a MOI throughout the education system in Tanzania²⁸.
- ❖ To avoid students' failure to think critically and independently and lack of problem solving qualities, the government should get rid of the LOI-policy ambivalence in post-primary levels by taking action that the national language is put in place as a medium of instruction throughout the education system, from primary education to university education level.
- ❖ The government should also clear a misconception and confusion among Tanzanians about the best way of acquiring English language proficiency in schools. The government through linguists should sensitise parents and the general public that the best way to learn a foreign language goes through the language that we already know and understand²⁹. In Tanzanian context therefore, Kiswahili is the major asset towards the effective learning of the English language in secondary and higher education rather than using it as a medium of instruction.

²⁸ Refer to section 2.4 in chapter two of this study for various recommendations to the phenomena in question.

²⁹ For students to learn effectively the English language in Tanzania, refer to Qorro (2005:117-118).

6.3 SUGGESTIONS FOR FURTHER RESEARCH

- ❖ There is a need to conduct an *experiment* where Kiswahili is introduced as a LOI in some classes in secondary schools and higher learning institutions for some years.
- ❖ There is also a need to carry out a *comparative study* on LOI-Policy in Tanzania with one or more other countries in Asia in order to scrutinize merits and demerits of using an indigenous and familiar language as a medium of instruction all through the educational system.

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APPENDIXES

APPENDIX - A

UNSTRUCTURED INTERVIEW GUIDE FOR GOVERNMENT POLICY-MAKERS

Background Information

- ❖ Male/Female:
- ❖ Academic qualifications:
- ❖ Professional qualifications:
- ❖ Designation:
- ❖ Have you ever worked as a teacher?
- ❖ At what educational level did you teach?

General Views and Opinions

- ❖ Comparing English and Kiswahili, which language do you think would ensure effective teaching and learning for both teachers and students when used as a medium of instruction in secondary schools and higher learning institutions?
- ❖ Do students face any language problems when using English as a language of instruction?
- ❖ Through your experience, do you think teachers and students in secondary and higher education levels feel comfortable when using English as a language of instruction? Why?
- ❖ Can Kiswahili replace English (as a LOI) in Secondary and higher learning institutions?
- ❖ Are you involved in the planning of language in education policy in Tanzania?
- ❖ Why do you think the government has been faltering to use Kiswahili as language of instruction in secondary and higher education despite the fact that Kiswahili is proficiently spoken by more than 95% of Tanzanians (compared with English spoken by hardly 5% of the population)?

- ❖ In your experience, do you think there have been donors favouring the continued use of English or switching to Kiswahili as a MOI in post-primary education? Explain how.
- ❖ What should the government do to get rid of LOI-policy ambivalence in secondary schools and higher learning institutions?

APPENDIX - B

UNSTRUCTURED INTERVIEW GUIDE FOR INTERNATIONAL DONORS TO TANZANIA

Background Information

- ❖ Male/Female:
- ❖ Academic qualifications:
- ❖ Professional qualifications:
- ❖ Designation:
- ❖ Have you ever worked as a teacher in your country? (if yes, at what level? If not, what is your experience in educational field?)
- ❖ How long have you been in Tanzania?

General Views and Opinions

- ❖ What is the national language in your country?
- ❖ Is it used as a medium of instruction from lower levels to higher levels of education?
- ❖ How do you explain language of instruction policy in your country?
- ❖ What do you comment when comparing your country and Tanzania in terms of language of instruction policy?
- ❖ As one among the donors to Tanzania, are you pleased with Tanzanian educational policy on language of instruction, especially in post-primary education? Why?
- ❖ What are your general comments for Tanzania to use a foreign language as a medium of education at post-primary levels of education?
- ❖ Has your country been donating educational materials and equipment to foster education in Tanzania? (if yes) Explain in a nutshell what levels; type of donations; any conditions attached to.
- ❖ What do you think can Tanzania do to switch to its National Language (Kiswahili) as a medium of instruction in post-primary education?

APPENDIX - C

UNSTRUCTURED INTERVIEW GUIDE FOR UNIVERSITY ACADEMICS AND RESEARCHERS

Background Information

- ❖ Male/Female:
- ❖ Academic qualifications:
- ❖ Professional qualifications:
- ❖ What is your main language at work and at home?
- ❖ If different which one do you find easier to use?
- ❖ When did you start using English as a language of instruction?
(at primary; secondary; or post secondary education?)

General Views and Opinions

- ❖ What is the general attitude among students and lecturers when interacting in either English or Kiswahili as a medium of education?
- ❖ Why do you think the government has been faltering to use Kiswahili as a medium of instruction in post-primary education over forty years now?
- ❖ What do you think would have been the root-cause for Tanzania to fail to adopt the language policy proposals for using Kiswahili as a medium of instruction in secondary schools and higher learning institutions?
- ❖ Are there any donors or external forces responsible for the education policy in favour of continued use of English or switching to Kiswahili as a medium of instruction in post-primary education? Explain how.
- ❖ What opinions would you suggest to ensure that the government ambivalence on the language of instruction policy, particularly in secondary and higher education is resolved?

APPENDIX - D

UNSTRUCTURED INTERVIEW GUIDE FOR THE GENERAL PUBLIC

(The Experienced and Retired Secondary School Teachers)

Background Information

- ❖ Male/Female:
- ❖ Academic qualifications:
- ❖ Professional qualifications:
- ❖ What are the main languages you speak?
- ❖ What language do you use for daily interaction?
- ❖ When did you start learning English language?

General Views and Opinions

- ❖ How long have you been teaching?
- ❖ Have you ever attended any workshops or seminars related to English teaching?
- ❖ What do you think of the language of instruction policy in Tanzanian secondary and higher education?
- ❖ Why there is no consistency in the use of the language of instruction in Tanzanian education system? (Kiswahili & English concurrently)
- ❖ Is any part of the Tanzanian community involved in the formulation of the language of instruction in Tanzania?
- ❖ Through your experience, why do you think the government has failed to switch from English to Kiswahili as a language of instruction at post-primary levels of education?
- ❖ Can this failure be associated with any donors responsible for the language policy that favors English and discards Kiswahili as a medium of instruction in Tanzania? Explain.
- ❖ What do you think the government should do to unblock the language of instruction barrier in secondary and higher education?

APPENDIX - E

**MINISTRY OF EDUCATION AND CULTURE, TANZANIA MAINLAND
MINISTRY OF EDUCATION, CULTURE AND SPORTS, ZANZIBAR**

AND

THE AMERICAN EMBASSY, TANZANIA

certify that

Moshi M. Kinye
has attended an



*English Language Teaching Workshop
"Sailing into English"*

21-24 June, 2004

Nkrumah Teachers' College



Ricky A. Mpama
Ricky A. Mpama
Chief Education Officer

J. Michael Koff
J. Michael Koff
Counselor of Embassy

Maryam A. Yusuf
Maryam A. Yusuf
Commissioner of Education

APPENDIX - F



UNIVERSITETET I OSLO
DET UTDANNINGSVITENSKAPELIGE FAKULTET

To whom it may concern

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ASSISTANCE IN THE CONDUCTION OF FIELD-WORK

This is to confirm that the Tanzanian student Moshi M. Kimizi, born 22.08.70, is a second year student in the Master programme in Comparative and International Education at the Institute for Educational Research at the University of Oslo, Norway.

In the second year our students are required to write a Master thesis of 80 to 110 pages. This thesis should preferably be based on field studies conducted in the student's country of origin. The field-work may incorporate interviews with educational practitioners and decision-makers, class-room observation and documentary analysis. The type of data gathered should of course be discussed with the relevant authorities. It is our hope that the work produced by the student will not only benefit him in his academic career but also be of use to the future of Tanzania.

We kindly ask you to give Mr Kimizi all possible assistance during his field-work in Tanzania.

Yours sincerely,


Berit Karseth
Dep. Head of Department


Mette Oftebro
Senior Executive Officer